




**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Brevard County School District	<b>2 PROJECT NUMBER</b> 050-1613B-3CS01	
<b>3 PROJECT/PROGRAM TITLE</b> Strengthening Career & Technical Education for the 21st Century Act - Perkins V - Secondary Career and Technical Education Programs <b>TAPS 23B004</b>	<b>4 AUTHORITY</b> <b>84.048 Perkins V, Title I; WIA, Sect. 503 USDE or Appropriate Agency</b>  <b>FAIN#:</b> V048A220009	
<b>5 AMENDMENT INFORMATION</b> Amendment Number: Type of Amendment: Effective Date:	<b>6 PROJECT PERIODS</b>  Budget Period: 07/01/2022 - 06/30/2023 Program Period:07/01/2022 - 06/30/2023	
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget:           \$743,799.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount:               \$743,799.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance	
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>• Last date for incurring expenditures and issuing purchase orders: <u>06/30/2023</u></li> <li>• Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2023</u></li> <li>• Last date for receipt of proposed budget and program amendments: <u>05/30/2023</u></li> <li>• Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>• Date(s) for program reports:</li> <li>• Federal Award Date : <u>07/01/2022</u></li> </ul>		
<b>10 DOE CONTACTS</b> <b>Program:</b> John Occhiuzzo <b>Phone:</b> (850) 245-9037 <b>Email:</b> <a href="mailto:John.Occhiuzzo@fldoe.org">John.Occhiuzzo@fldoe.org</a> <b>Grants Management:</b> Unit B (850) 245-0496	<b>Comptroller Office</b> <b>Phone:</b> (850) 245-0401  <b>UEI#:</b> M2CKC5FG3MD6 <b>FEIN#:</b> F596000522003	
<b>11 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>• This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference.</li> <li>• For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project.</li> <li>• All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification.</li> <li>• The Department’s approval of this contract/grant does not excuse compliance with any law.</li> <li>• Other: <b>Only 25% of the “Current Approved Budget” in block 7 is authorized for obligating or expending during the first quarter period of July 1, 2022 through September 30, 2023. The balance of the allocation (75%) and any unexpended funds from the first quarter will be available October 1, 2022 through June 30, 2023.</b></li> </ul>		
<b>12 APPROVED:</b>  <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>08/15/2022</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.

# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

<p><b>Please return grant application to:</b> Office of Grants Management (OGM) ShareFile System Folder #1 TAPS# 23B004 Telephone: (850) 245-0496</p>	<p><b>A) Program Name:</b> <b>Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) Secondary, Section 131 Entitlement</b> <b>Fiscal Year 2022-2023</b></p> <p><b>TAPS NUMBER: 23B004</b></p>	<p><b>DOE USE ONLY</b></p> <p>Date Received</p>						
<p><b>B) Name and Address of Eligible Applicant:</b> Brevard Public Schools 2700 Judge Fran Jamieson Way Viera, FL 32940</p>		<p><b>Project Number (DOE Assigned)</b></p> <p><b>050-1613B-3CS01</b></p>						
<p><b>C) Total Funds Requested:</b></p> <p style="text-align: center;"><b>\$ 743,799</b></p> <hr style="width: 25%; margin-left: 0;"/> <p><b>DOE USE ONLY</b></p> <p><b>Total Approved Project:</b></p> <p style="text-align: center;"><b>\$ 743,799</b></p>	<p><b>D) Applicant Contact &amp; Business Information</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> <p>Contact Name: Rachel Rutledge, CTE Director Fiscal Contact Name: Rachel Rutledge, CTE Director</p> </td> <td style="width: 40%;"> <p>Telephone Numbers: 321-633-1000 x 11380</p> </td> </tr> <tr> <td> <p>Mailing Address: 2700 Judge Fran Jamieson Way Viera, FL 32940</p> </td> <td> <p>E-mail Addresses: Rutledge.Rachel@brevardschools.org</p> </td> </tr> <tr> <td> <p>Physical/Facility Address: 2700 Judge Fran Jamieson Way Viera, FL 32940</p> </td> <td> <p>DUNS number: 36422886 FEIN number: 596000522</p> </td> </tr> </table>		<p>Contact Name: Rachel Rutledge, CTE Director Fiscal Contact Name: Rachel Rutledge, CTE Director</p>	<p>Telephone Numbers: 321-633-1000 x 11380</p>	<p>Mailing Address: 2700 Judge Fran Jamieson Way Viera, FL 32940</p>	<p>E-mail Addresses: Rutledge.Rachel@brevardschools.org</p>	<p>Physical/Facility Address: 2700 Judge Fran Jamieson Way Viera, FL 32940</p>	<p>DUNS number: 36422886 FEIN number: 596000522</p>
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<p>Physical/Facility Address: 2700 Judge Fran Jamieson Way Viera, FL 32940</p>	<p>DUNS number: 36422886 FEIN number: 596000522</p>							
<p><b>CERTIFICATION</b></p> <p>I, <u>Mark W. Mullins, Ed.D.</u>, (<i>Please Type Name</i>) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>								
<p>E) <u></u> Signature of Agency Head</p>	<p><u>Superintendent</u> Title</p>	<p><u>5/27/22</u> Date</p>						





**ATTACHMENT B  
Perkins V: 2022-2023 Program of Study**

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

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				articulated credit agreement = PMTC 1203 or ETIC 2851, ETIC 1830, ETI 2110, EET 1084 and ETI 1701 (15 credits total)
<b>Postsecondary</b>	<b>Registered Apprenticeship:</b>			
	<b>Technical College/Center:</b>			
	<b>FCS Institution:</b> Alternative Energy Systems Specialist CCC Applied Technology Specialist CCC CNC Machinist CCC Composite Fabrication and Testing CCC Engineering Technology Support Specialist CCC  Engineering Technology AS	1615000001	Eastern Florida State College	<b>Engineering Technology AS (ETAS)</b> <ul style="list-style-type: none"> <li>• Applied Tech Specialist CCC (CIP 0615061203)</li> <li>• CNC Machinist CCC (CIP 0648051002)</li> <li>• Composite Fabrication &amp; Testing CCC (CIP 0647061608)</li> <li>• Engineering Tech Support Specialist CCC (CIP 0615000007)</li> <li>• Mechatronics CCC (CIP 0615000013)</li>   <li>• Robotics and Simulation Technician CCC (CIP 0615040514)</li> </ul> Industrial Management Technology AS - Eastern Florida State College   Industrial Management A.S.  Daytona State College – Bachelor of Science in Engineering Technology (see Daytona State College - Engineering Technology (BSET), B.S. Degree <a href="https://www.daytonastate.edu/academic-departments/college-of-business-engineering-and-technology/school-of-engineering-technology/bachelor-engineering-technology.html">https://www.daytonastate.edu/academic-departments/college-of-business-engineering-and-technology/school-of-engineering-technology/bachelor-engineering-technology.html</a> )
<b>University:</b> Electronics Technology BSET Computer Engineering BS Electrical Engineering BSEEE Mechanical Engineering BS		University of Central Florida		



**Attachment E**  
**2022-2023 Secondary CTE Assurances**

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

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

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

**A. Career and Technical Education Instructional and Programmatic Policies**

**The Grantee agrees:**

- msn 1. To use the Florida Career and Technical Education Curriculum Frameworks located at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/> in accordance with Rule 6A-6.0571 to plan, deliver and assess instruction.
- msn 2. To ensure that all career and technical education teachers meet the minimum requirements and abide by the provisions set forth in the applicable sections in Chapter 1012 Personnel of the Florida Statutes [section 1012.39 \(1\)\(c\), F.S.](#)
- msn 3. To provide local professional development as defined in Perkins V Section 3(40) for staff and faculty and ensure participation in state-provided professional development and meetings as appropriate and deemed mandatory by the state.
- msn 4. To offer at least one program of study (Sec. 134(b)(2)) that meets all of Florida's Programs of Study Standards at <http://www.fldoe.org/academics/career-adult-edu/Perkins/ProgramsofStudy.stml>.
- msn 5. To undertake the necessary steps to identify, adopt or develop additional programs of study in order to achieve the Perkins V State Plan requirement that 25 percent (or more) of all local career and technical education students are enrolled in a fully implemented Perkins V program of study in program year 2021-2022.
- msn 6. To collaborate with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners to provide—
  - a) career exploration and career development coursework, activities, or services;
  - b) career information on employment opportunities that incorporate the most up to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the Comprehensive Local Needs Assessment; and
  - c) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program. (Sec. 134(b)(3))
- msn 7. To incorporate challenging State academic standards, including those adopted by Florida under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965.
- msn 8. To provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.
- msn 9. To prepare career and technical education participants for non-traditional fields.



10. To provide equal access for special populations to career and technical education courses, programs, and programs of study.
11. To ensure that members of special populations will not be discriminated against based on their status as members of special populations.

## **B. Comprehensive Local Needs Assessment (CLNA)**

### **The Grantee agrees:**

1. To ensure that all career preparatory and technology education programs being supported with Perkins funds meet Florida's Perkins V Secondary Size, Scope and Quality (SSQ) Standards at <http://fldoe.org/academics/career-adult-edu/Perkins/clna.stml> (Sec. 134(c)(2)(B)(i); Sec. 135(b)). Newly implemented and in development programs utilizing Perkins funds that are being brought into SSQ compliance must meet all SSQ criteria within a timeframe less than the total length of the program. Programs must have students enrolled as a condition to utilize Perkins funds for support.
2. To ensure all career preparatory and technology education programs supported by Perkins funds are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations as evidenced by the comprehensive local needs assessment (Sec. 134(c)(2)(B)(ii)).
3. To maintain all relevant documentation relating to need identification and stakeholder engagement for five (5) years beyond the time of submission to the FDOE.
4. To ensure that programs and courses identified by FDOE as ineligible to be supported with Perkins V funding will not be supported with local Perkins funds.
5. To ensure that stakeholder engagement required in Sec. 134(d) and Sec. 134(e) will take place to inform updates to the comprehensive local needs assessment, labor market alignment, implementation of programs and programs of study, implementation of work-based learning, and the coordination of local resources.
6. To conduct the biennial comprehensive local needs assessment during the 2021-2022 program year.

## **C. Program Performance: Program Improvement and Data Reporting**

### **The Grantee agrees:**

1. To adhere to the prescribed data collection and reporting requirements from the FDOE and as mandated by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Annually, the FDOE will publish data reporting handbooks identifying all reporting requirements and formats.
  - a) Failure to report accurate and complete data during the required reporting periods may result in the return of funds.
2. To accept that each eligible recipient will be expected to meet the local agreed upon performance levels for each secondary performance measure beginning with the data for program year 2020-2021.
3. To accept that performance on the Perkins V measures is based on each recipient's accurate data submission of student performance information as reported to the state.
4. To accept the requirement to implement additional program improvement measures and/or activities if the eligible recipient is not meeting 90% of the required performance target for any measure.
5. To address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) in the coming plan year, and if no meaningful progress has been achieved prior to the third program year, additional actions will be taken to eliminate those disparities or gaps.



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

The Grantee agrees:

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

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

  - a. Education Department General Administrative Regulations (EDGAR)  
<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>
  - b. 2 CFR 200 in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.
- msn 3. To retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the FDOE or the State of Florida Division of Financial Services, all records must be provided. Records should be maintained for **five years** from the last day of the program or longer if there is an ongoing investigation or audit.
- msn 4. To accept the requirement that the FDOE will monitor grantee's compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by:
  - 2 C.F.R. 200 of the Uniform Guidance <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>
  - Florida Department of Financial Services **Reference Guide for State Expenditures** <https://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf> and guidelines published in the Florida Department of Education's **Green Book** available at: <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedure.stml>.
  - The DCAE, **Quality Assurance Policies, Procedures and Protocols Manual** is available at: <http://www.fldoe.org/academics/career-adult-edu/compliance/>.
- msn 5. To ensure that funds received through this grant will be used to supplement Perkins V CTE program operating funds and will in no case be used to supplant local and state funding for such programs.
- msn 6. To maintain Personnel Activity Reports (also referred to as Time and Effort Reports) for all applicable federal and state funded employees and ensure that these reports are signed by the employee and the supervisor.
- msn 7. To accept that FDOE contract managers will periodically review the progress made on the implementation of your local four-year plan.
- msn 8. To submit a completed DOE 399 form, Final Project Disbursement Report, and the Projected Equipment Purchases Form to the FLDOE, Comptroller's Office, by August 20, 2023.
- msn 9. To accept that equipment purchased under this program must follow the Uniform Guidance found at <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>.



- msn 10. To ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>
- msn 11. To accept that if Grantee fails or refuses for any reason to perform any of its obligation under this contract or violates the grant policies, procedures or assurances, FDOE may impose such sanctions as it may deem appropriate. Sanctions may include, but are not limited to, placing the Grantee on a Corrective Action Plan (CAP), cancellation or termination of the contract, repayment of funds to the Agency, reduction in current year funds, reduction in future funds, withholding of payments in whole or in part, and the seeking of other remedies as may be provided by this contract law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Grantee receipt of written notice thereof from FDOE.

**E. Data Privacy and Security**

The Grantee agrees:

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

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

Mark W. Mullins, Ed.D

Print Name of Agency Head

*Mark W. Mullins*

Signature of Agency Head

Rachel Rutledge

Print Name of Program Contact

*Rachel J. Rutledge*

Signature of Program Contact



**FLORIDA DEPARTMENT OF EDUCATION  
2022-2023 Request for Application (RFA Entitlement)  
TAPS#23B004 – Secondary**

**Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement**

**A. Please respond to the following question:**

Question	Response
<p>i. Describe the process your agency used to conduct the required biennial CLNA during the 2021-2022 program year. The results from this CLNA will guide your agency's Perkins V high priorities that will be implemented in the 2022-2023 and 2023-2024 program years.</p>	<p>Brevard Public Schools used the Association of Career &amp; Technical Education program of quality framework to survey all of its middle and high school teachers in the district. In July 2021, the high school department chairs met with the district CTE team to review the framework and set expectations for discussions and timelines for submissions to the district. The documents submitted served as guidance for equipment and facility needs, teacher professional learning needs, and other high-priority needs to support CTE in the 2022-2024 program years. Twelve standards of high-quality CTE were used as a benchmark to determine levels of performance and service to our students. A "points earned" total was derived for each standard and was calculated against the "points possible" to determine the % earned by standard. An overall score was determined by culminating all standards. Teachers were instructed that the assessment was not evaluative but would be used to assist BPS CTE in focusing and improving specific inefficiencies to ensure that all students are positioned for college and career success. Input was received from 13 of our 14 high and junior/senior high schools, for a response rate of 93%. All BPS HS CTE teachers were asked to respond to the survey for a total of 105 teachers. The response rate for high school teachers was 75%. Input was received from 9 of our 9</p>



	<p>middle schools, for a response rate of 100%. All BPS MS CTE teachers were asked to respond to the survey for a total of 29 teachers. The response rate for middle school teachers was 100%. With the data collected from the teachers, data was consolidated to highlight key areas of focus for the upcoming years. Information was shared with curriculum assistant principals, community partners, and teachers; they were asked for feedback on priorities for the district. In addition to looking at quality of our CTE programs, the CTE team also engaged with local stakeholder groups to take a comprehensive look at relevance and alignment to industry needs and student interest. Quarterly sector meetings with CareerSource continues to guide conversations about the relevance of existing CTE programs to prepare students for emerging and existing opportunities in our local community.</p>
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**B. Complete the Stakeholder Consultation Summary Table below:**

Instructions:

This table must be utilized by the eligible recipient to minimally demonstrate in the RFA how local stakeholders were consulted in conducting the CLNA as required in section 134. This form is a simple table that can be expanded to provide the required narrative.

This table serves as a summary of the process and methods used to consult and identification of the stakeholders that were consulted. Extensive documentary evidence such as meeting agendas, meeting minutes, transcripts, surveys, presentations, focus group materials, and any other form of consultation should not be submitted with the application but must be maintained locally. Extensive documentation may be requested as part of a local Perkins V monitoring and compliance review.

**CLNA: Stakeholder Consultation Summary Table:**

<p><b>[A]</b>  <b>Stakeholder Category Required by Perkins V Law</b></p>	<p><b>[B]</b>  <b>List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.</b></p>	<p><b>[C]</b>  <b>Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.</b></p>	<p><b>[D]</b>  <b>List the CLNA component(s) for which this category of stakeholder was consulted.</b></p>
<p><b>(i) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals</b></p>	<p>CTE Department Chairs (teachers)-BPS            Dr. Soliven, Asst. Superintendent            John Carr, Data Analyst, BPS            Cathy Bramlett, CTE dept.            Jim Johnson, CTE dept.            Jeremy Salmon, principal            Courtney Lundy, principal            Paula Bewerse, career guidance            Grace Svitak-Norton, Work-Based Learning Specialist</p>	<p>Meetings, Surveys, Focus Groups, individual conversations, phone calls</p> <p><b>Summary:</b> Topics of discussion included programs to add/delete, components of quality CTE programs of study, professional development needed, revisions to programs of study, how special populations are being served within current offerings, graduation requirements and substitutions, incorporating employability skills, career guidance, marketing of CTE programs for all students and specifically for those who are members of special populations</p>	<ul style="list-style-type: none"> <li>• Input on updates to CLNA</li> <li>• Programs of Study input to include responsiveness to employment needs, alignment with employment priorities, informed by labor market information, designed to meet labor market projections, and allow employer input</li> <li>• Identify and encourage opportunities for work-based learning</li> <li>• Ensure funding is used in a coordinated manner with other local resources.</li> </ul>
<p><b>(ii) representatives of career and</b></p>	<p>Morana Goldfarb – EFSC            Bill Klein – EFSC            Frank Margiotta, CTE Dean, EFSC</p>	<p>Meetings, focus groups, articulation meetings</p>	<ul style="list-style-type: none"> <li>• Input on updates to CLNA</li> </ul>



<p><b>technical education programs at postsecondary educational institutions, including faculty and administrators</b></p>	<p>Dedra Sibley, Provost, EFSC  Clyde Dolly, STRAC Institute  Trey Womack, University of Florida  Steven Taylor, Executive Director of Workforce and Perkins Programs, EFSC  Nicole Dyess, Cybersecurity instructor EFSC  Kate Barnette, Embry Riddle Aeronautical University</p>	<p><b>Summary:</b> Discussion included advance standing agreements, dual enrollment on high school campus, industry certification articulation, professional development, non-traditional career paths, seamless articulation, apprenticeship programs, Programs of study, strategies for special pop students to complete FAFSA, increased engagement in postsecondary attainment</p>	<ul style="list-style-type: none"> <li>• Programs of Study input to include responsiveness to employment needs, alignment with employment priorities, informed by labor market information, designed to meet labor market projections, and allow employer input</li> </ul>
<p><b>(iii) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries</b></p>	<p>Marci Murphy, President, CareerSource Brevard (CSB)  Mike Ennis, Florida Makes  Lori Robinson, CSB  Anne Conroy-Baiter, JA  Julie Cowan, Coastal Mechanical  Wayne Ivey, Brevard County Sheriff  Lisa Passarelli, NASA  Chris Larsen, Larsen Motorsports  John Thomas, HBCA  Brian Kamm, consultant</p>	<p>CareerSource sector strategy meetings in health, IT, construction, &amp; aerospace  Individual program advisory committee meetings, CTE community tours for business partners, Survey</p> <p><b>Summary:</b> Up to date information on high-skill, high-wage, in-demand occupations, recruiting strategies for non-traditional students, internship opportunities, content of CTE programs including appropriate industry certifications as well as increasing academic rigor, participation in district job fair for graduating seniors, discussion of performance of student interns and recent graduates, identify and provide professional development for teachers in current technology, data collected from teachers on quality</p>	<ul style="list-style-type: none"> <li>• Input on updates to CLNA</li> <li>• Programs of Study input to include responsiveness to employment needs, alignment with employment priorities, informed by labor market information, designed to meet labor market projections, and allow employer input</li> <li>• Identify and encourage opportunities for work-based learning</li> <li>• Ensure funding is used in a coordinated manner</li> </ul>

		CTE was provided to community members for input	with other local resources.
<b>(iv) parents and students</b>	Anonymous, parents & students Denine Chang, parent Sophia Bagwell, student Steven Zembreski, student	Individual conversations, classroom conversations, presentations to families  Summary: Input was solicited from students on their experiences in their CTE programs of study. One-on-one conversations were had with middle and high school CTE students on their experiences in their classes and ways to improve their experiences. Notes were collected and assessed. A presentation was made to parent liaisons from all elementary, middle, and high schools in the district about CTE opportunities for their children.	<ul style="list-style-type: none"> <li>• Programs of Study input to include responsiveness to employment needs, alignment with employment priorities, informed by labor market information, designed to meet labor market projections, and allow employer input</li> <li>• Identify and encourage opportunities for work-based learning</li> </ul>
<b>(v) representatives of special populations</b>	Terry Matson, BPS, ESE RT Dr. Kimberly Bias, Director ESE programs, BPS Marilyn Borges, Coordinator Student Services, ESOL Program Manager	Meetings and presentations with discussion; community tours  <b>Summary:</b> A meeting was held with ESE staff to address issues for ESE students in CTE programs: inclusion, barriers to success, student and parent awareness, career counseling, and work-based learning. Representatives attended community tours and spread awareness to community. Presented to ESE parents. Presented to minority and BIPOC community representatives and asked for input.	<ul style="list-style-type: none"> <li>• Input on updates to CLNA</li> <li>• Programs of Study input to include responsiveness to employment needs, alignment with employment priorities, informed by labor market information, designed to meet labor market projections, and allow employer input</li> </ul>



			<ul style="list-style-type: none"> <li>Identify and encourage opportunities for work-based learning</li> </ul>
<p><b>(vi) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)</b></p>	<p>Melissa Byers, CSB  Jana Bauer, CSB  David O'Brien, ESE staff  Ginny Gleason, Family Engagement, BPS  Lorri Benjamin, Adult Ed  David Casavant, Sustainable Workplace Alliance</p>	<p>Meetings, small work groups, CTE community tour</p> <p><b>Summary:</b> discussion regarding providing equal access to high school programs and referral process to Adult Ed opportunities; process and criteria for referral to CSB for employment. homeless liaison will help with strategies for better success of our students in transition. Meetings with SWA and CSB to connect students to jobs after graduation, specifically those at risk.</p>	<ul style="list-style-type: none"> <li>Input on updates to CLNA</li> <li>Programs of Study input to include responsiveness to employment needs, alignment with employment priorities, informed by labor market information, designed to meet labor market projections, and allow employer input</li> <li>Identify and encourage opportunities for work-based learning</li> <li>Ensure funding is used in a coordinated manner with other local resources.</li> </ul>
<p><b>(vii) representatives of Indian Tribes and Tribal organizations in the State (where applicable)</b></p>	<p>N/A</p>		

(viii) any other stakeholders that the eligible agency may require the eligible recipient to consult (if applicable)	N/A		
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**C – Size, Scope and Quality (SSQ) for Middle Grades Courses and Grades 9-12 Career Preparatory and Technology Education Programs**

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

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

**Middle Grades Narrative Summary for SSQ**

		<b>RESPONSE</b>
<b>(a) SIZE: Intentionally Designed Pathways</b>	Explain how your middle school CTE programs are selected and how they link to high school and postsecondary CTE programs.	Middle school CTE programs are selected to increase student involvement and to provide exposure to a variety of potential career fields. Programs are designed to increase student motivation and ensure that students receive the necessary technical background to pursue careers in technical fields. Middle school programs are aligned with high school programs so that students can continue to build skills that lead them to their intended career path.

<p><b>(b) SCOPE: Engaging Instruction</b></p>	<p>Describe how your district's middle grades exploratory courses provide instruction that integrates academic, technical, and employability skills.</p>	<p>Middle grades CTE exploratory courses integrate academic skills and illustrate how mathematics and ELA skills are an important factor in learning career technical skills. All areas of instruction focus students on their future career choices and opportunities for employment with a strong focus on how each student's coursework prepares them for their future success. The classroom environment mirrors the future workplace and prepares students to achieve.</p>
<p><b>(c) QUALITY: Appropriate Instructional Supports</b></p>	<p>Describe how your district's middle grades exploratory courses provide instruction that incorporates relevant equipment, technology, and materials to support learning.</p>	<p>Students use current industry software, equipment, and study materials to gain proficiency in technical career areas. With continued exposure to high-level technical content, students build skills along with a growth mindset that enables them to envision their own success in future careers. Each middle grade teacher is required to follow the state curriculum frameworks which have academic, technical and employability skills embedded. Administrators insure instruction includes all standards on the curriculum framework. CTE staff is called in to work with teachers when the framework content is not being offered.</p>
<p><b>(d) QUALITY: Prepared and Effective Teachers</b></p>	<p>Describe how your district's middle grades exploratory courses provide CTE instructors support to maintain up-to-date skills and knowledge necessary to support learning.</p>	<p>Middle grades exploratory CTE instructors continue to maintain industry certifications demonstrating expertise in their technical area. Since these technical fields are constantly changing, teachers receive support to maintain industry relevance and credentials. Teachers participate in technical training that meets industry standards as well as the opportunity to continue to earn new industry credentials. Each middle grade CTE program is provided relevant equipment, technology and materials through district allocated funds specifically for CTE. Lists of equipment purchases are kept at district, by school and program, and reviewed annually. Each year teachers can request new equipment, technology, and materials. The district ensures that all programs have the same standard list of equipment, as a minimum, needed to meet the standards in the curriculum framework</p>



<p><b>(e) QUALITY: Access and Equity</b></p>	<p>Describe how your district's middle grades exploratory courses implement measures to eliminate barriers and create opportunities for all students to succeed in CTE.</p>	<p>Middle grades CTE students are taught with multiple learning strategies combined with a workplace-like classroom. The hands-on learning opportunities using manipulatives, software and technical equipment allow teachers to meet the learning needs of all students. All middle school CTE courses are available to all students. CTE teachers work with personnel in coordinating ESE services within each school and to support strategies to improve student achievement and close gaps in student participation and performance of all students including diverse populations. Modifications are made to curriculum and equipment to support students when needed and are reflected in teacher lesson plans. Every middle school offers at least two different programs and most have at least three.</p>
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**9-12 Career Preparatory/Technology Education Programs Narrative Summary for SSQ**

		<b>RESPONSE</b>
<p><b>(f) SCOPE: Business and Industry Engagement and Workforce Alignment</b></p>	<p>Describe how your district's CTE programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment.</p>	<p>CTE programs strategically engage business and industry through multiple venues: industry advisory committee meetings, partnerships with CareerSource Brevard and membership in sector strategy teams in construction, IT, Heath, Aerospace &amp; Manufacturing, membership in MASC and monthly meetings, quarterly EDC meetings, Industry tours, and attending and providing local job fairs. CTE works with community members, businesses and area industries to determine area demand and prepare students for the workforce through access to high quality instruction leading to industry certifications relevant to area business needs. CTE also brings together community members and business partners in tours of specific programs at every high school.</p>
<p><b>(g) QUALITY: Engaging Instruction</b></p>	<p>Describe how your district's CTE programs provide instruction that integrates academic, technical and employability skills and how those programs support the integration of academic skills into your CTE programs.</p>	<p>Each CTE teacher is required to follow the state curriculum frameworks which have academic, technical and employability skills embedded. Administrators ensure instruction includes all standards on the curriculum framework during the classroom visits and annual evaluation process. Each CTE program of study integrates rigorous</p>

		academic courses, including dual enrollment, along with specific technical courses to ensure integration of academic skills. Academic teachers are included in curriculum writing activities to ensure their content is aligned and CTE is using the same terminology. Employability skills are integrated throughout each CTE course and are further reinforced during workplace internships.
<b>(h) QUALITY: Appropriate Instructional Supports</b>	Describe how your CTE programs provide instruction that incorporates relevant equipment, technology, and materials to support learning.	Each CTE program is provided relevant equipment, technology and materials through district allocated funds specifically for CTE. The equipment, software, industry certifications and technology are reviewed by industry through advisory committee visits and local industry tours. Lists of equipment purchases are kept at district, by school and program, and reviewed annually. Each year teachers can request new equipment, technology, and materials. The district ensures that all programs have the standard list of equipment needed to meet the standards in the curriculum framework. Upgrades in software can dictate specific computers that are required.
<b>(i) QUALITY: Prepared and Effective Faculty and Staff</b>	Describe how your CTE programs provide CTE instructors supports to maintain up to date skills and knowledge necessary to support learning.	CTE teachers are provided professional development during the school year and during summer workshops. The district holds two district in-service days and CTE provides multiple breakout sessions specific to middle school curriculum. CTE also provides substitutes for CTE teachers to visit other CTE teachers for observation and collaboration. CTE teachers are provided professional development for industry certifications and the opportunity to earn them, during the summer and regular school year. CTE teachers are also provided an opportunity to work with industry during the summer to gain or update current skills and identify current equipment and skill sets needed for students. CTE department chairs meet monthly to determine what PD is needed. CTE teachers are also given the opportunity to work in industry during the summer. Non-degreed teachers can use FACTE courses to meet certification requirements. In addition to this, CTE teachers meet virtually with other teachers and CTE staff in

		their content area as needed to discuss pacing and share resources and ideas.
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**List High-Priority SSQ Needs:** As a result of your CLNA review, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2022-2023 program year.

**Note:** List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to match budget expenditures to these needs in the 2022-2023 program year.

Add additional rows as necessary.

Reference Number	Need (Use for Planning and Budgeting)
1	Facilities, Equipment, Technology and Materials
2	Business and Community Partnerships
3	Student Career Development
4	Career and Technical Student Organizations (CTSOs)
5	Work-based Learning

Add additional rows, as needed

**D – Labor Market Alignment (LMA)**

The purpose of this section is to give local eligible recipients an opportunity to provide information and identify high priority needs related to labor market alignment for career and technical education programs.

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

As a result of your CLNA review of labor market alignment, indicate if your district has identified programs that will be phased out and/or programs that you are considering for program development in the program years from 2020-2024. If your district has identified these programs, please complete the appropriate table.

**Programs to be Phased Out (if applicable)**

Program Number	Program Name	# of 21-22 Enrolled Students	# of Schools at which this program is offered	Last Year program will be offered



8302100	Accounting	73	1	2023
8506500	Interior Design	38	2	2022
8506400	Fashion	50	3	2023
9001100	Web Development		2	2022

*Add additional rows, as needed*

**ii. Programs Considered for Development (if applicable)**

<b>Program Number</b>	<b>Program Name</b>	<b>Documentation of Local Need</b>
8918200	Firefighting	Industry needs assessment, meetings with municipalities and county government
8004100	Aquaculture	Industry needs assessment and survey of community stakeholders
8104300	Carpentry	Evaluation of current and planned construction projects, meetings with CareerSource Brevard

*Add additional rows, as needed*

**E - Development and Implementation of CTE Programs and Programs of Study (POS)**

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

**i.**

	<b>RESPONSE</b>
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a.	<b>Alignment:</b> Which of your district's locally offered programs would benefit from additional postsecondary program, course, and/or curriculum alignment?	Machining, Applied Engineering, and Aviation Assembly and Fabrication would benefit from additional curriculum alignment with Eastern Florida State College.
b.	<b>Acceleration:</b> Which programs of study, or potential programs of study, would benefit from additional accelerated credit opportunities, including dual or concurrent enrollment, local/statewide articulation agreements, or aligned academic accelerated credit courses?	The machining program, as well as our automotive maintenance and light repair programs would benefit from alignment with the Space Coast Consortium Apprenticeship Program. Our new program of study, firefighting, could benefit from dual enrollment at our local college. The criminal justice program could benefit from statewide articulation agreements with the policy academy to accept the courses as credit into the academy as a portion of the program requirements.
c.	<b>Coordination:</b> Which program areas are un- or underrepresented on your advisory council(s)?	Digital Media, Digital Video, and Web Applications programs are underrepresented on the BPS advisory council.
d.	<b>Percent Enrollment:</b> Per Florida's Perkins V State Plan, all secondary eligible recipients are to have 50% enrollment in fully compliant Programs of Study by 2022-23 (and 75% enrollment for 2023-24). Estimate your percent enrollment in programs of study (columns E and R of the CLNA Excel can help) and determine how many additional programs of study will need to be launched in 2022-23 to meet the 50% enrollment in programs of study goal.	79.5% of high school programs are in fully compliant programs of study.

ii. **List High-Priority CTE Programs and Programs of Study Needs:** As a result of your CLNA review, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2022-2023 program year.

**Note:** List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to match budget expenditures to these needs in the 2022-2023 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Provide professional development to maintain relevance and current curriculum in CTE programs of study.
2	Increase opportunities for CTE students to have work-based experiences related to their CTE program, including participation in CTSOs. Work with industry partners by identifying additional businesses willing to provide internships.
3	Provide equipment that simulates real world experiences or high tech needs found in industry.

Add additional rows, as needed

**F - Recruitment, Retention, and Training of Teachers, Faculty and All Other Professionals**

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

- i. Complete the following narrative summary.

**Faculty and Staff:**

	RESPONSE
<p>a. Provide an overview of your district's process and method for evaluating existing efforts of recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions and what the evaluation revealed about those efforts.</p>	<p>The district understands the value of having a diverse teaching staff. This is necessary to maintain stronger connections with all of the cultures and races within our stakeholder groups. Our district is committed to proactively recruiting and retaining minority teachers so that school staff demographics reflect those of our community. We actively recruit at events aligned with historically black universities and colleges. Through various recruitment platforms, our positions are being posted targeting a greater number of minority candidates. We advertise in minority publications and minority candidates see themselves represented in posts, pictures and events. This year we also participated in recruitment events for former members of the military and were successful in hiring additional minority teachers. Throughout the data there is obvious employment identification of racial/ethnic and gender underrepresentation in teachers and other support personnel positions. Our evaluation revealed that we must continue to recruit and support a diverse staff that is reflective of our community. We will continue to find additional ways to recruit since our subgroups are still underrepresented.</p>

b. Provide an overview of your district's process and method for evaluating whether the agency has underrepresented individuals in the professions.

The district continues to review the student demographics in comparison with the demographics of teachers. The chart below compares our demographics with our teachers.

	Black	Hispanic	White	Other	Female	Male
Student Demographics	15%	16%	59%	10%	49%	51%
Teacher Demographics	5%	9%	83%	3%	63%	49%

Reviewing the above data shows that our teacher demographics does not adequately represent our student demographics.

c. Provide a summary description of what the evaluations (existing efforts on recruitment, retention, and training; underrepresented individuals) revealed and any changes that will be made to address areas of concern that surfaced from conducting this needs assessment.

Since our data revealed that the population of our teachers and guidance counselors does not reflect the demographics of our student population, we need to continue to work towards improving our recruitment efforts. Our recruitment efforts will focus on locating minority employee candidates, beginning with campus visits to surrounding universities with a high number of minorities.

Universities contacted will:

- Post flyers campus-wide identifying BPS as a “ready to hire: employer,
- Notify instructors of the recruitment efforts of BPS,
- Notify future educators (graduating in 2022 and later in 2023) of our presence on campus.

Career center directors have provided on-campus hiring opportunities and have assisted in inviting students to interview with us.

Further, ongoing contact is made with historically black colleges and universities, as well as with organizations with a high minority membership, advising them of our need for minority educators. Several locations will be added to our schedule of planned visits according to the response received. We will participate in their virtual fairs and will provide constant encouragement to urging candidates to make Brevard their home.

In addition to recruiting traditionally trained teachers, we actively recruit skilled professionals in our career and technical areas and assist them in transitioning to careers as teachers. Our CTE Tours of programs at every high school include community members representative of each school's neighborhood and minority



	community groups. This provides additional opportunities to recruit minority professionals in the community.
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- ii. **List High-Priority CTE Faculty & Staff Needs:** As a result of your CLNA review of recruitment, retention, and training of teachers, faculty and all other CTE professionals and any additional findings resulting from implementation during the past program year, provide a list of the high-priority need(s) that will be addressed in the 2022-2023 program year.

**Note:** List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2022-2023 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Provide professional development to maintain relevance and current curriculum in CTE programs of study.
2	Support professional development for middle school and high school CTE teachers, including industry certifications and working in industry.
3	Support opportunities for CTE teachers and other school staff to participate in CTE professional development. PD will be provided on instructional approaches including the integration of academic and CTE standards and curricula, ensuring labor market information is used to help in career planning and providing appropriate accommodations for individuals with disabilities and English learners. Professional development will advance knowledge, skills, and understanding in pedagogical practices, including the understanding of industry and the latest workplace equipment, technologies, standards, and credentials. Opportunities will be provided to attend career and technical educational programs, conferences, seminars, and local professional development opportunities. Opportunities will also be provided to plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement for all students, including ESE and special populations.
4	Provide training and professional development for teachers on curriculum resources and new industry certifications.

*Add additional rows, as needed*

**G - Evaluation of Performance on Perkins Accountability Measures**

The purpose of this section is to give local eligible recipients an opportunity to provide information and to identify high priority needs related to Perkins performance data. Eligible recipients may use previously provided baseline data to identify anticipated performance gaps.

i. **Complete the following narrative summary.**

**Performance Review:**

	<b>RESPONSE</b>
a. <b>Underperformance:</b> Using the last three years of available data, list by year the agency's Perkins performance indicators that performed under 90% of the local agreed upon performance level.	Brevard Public Schools performed at or above the locally agreed upon performance levels.
b. <b>Gaps:</b> Using the most recent available data, identify subgroups and special populations that performed below the agency's total performance level.	In all three years, SWD, FRL, ELL, Homeless and Foster subgroups have performed lower in Graduation Rate, lower in Academic Proficiency in all areas, and have also performed lower in Nontraditional Program Concentration and Attained Recognized Postsecondary Credential.
c. <b>Trends:</b> Using the last three years of available data, identify which Perkins performance indicators have trended upward or downward.	In comparing the 18-19, 19-20 and 20-21 school years, performance indicators have shown these trends. Graduation rate has been rising steadily, with 95% in 18-19, 97.1% in 19-20 and 97.3% in 20-21. Academic proficiency has varied. ELA proficiency has decreased, showing 72.8% in 18-19, 73.2% in 19-20 and dropping to 65.8% in 20-21. Math proficiency has risen, however, from 61.9% in 18-19 to 64.3% in 19-20 to 68.2% in 20-21. Science proficiency has dropped, starting at 71.5% in 18-19, rising to 72.4% in 19-20 and falling to 68.8% in 20-21. Nontraditional Program Concentration has dropped from 40.4% in 18-19 to 39.3% in 19-20 to 39.1% in 20-21. Post-Program Placement has risen from 68.5% in 18-19 to 69.7% in 19-20 rising to 69.3% in 20-21. The Attained Recognized Postsecondary Credential has dropped, with 70.5% in 18-19 rising to 71.8% in 19-20 and dropping to 69.3% in 20-21.
d. <b>Root Causes:</b> Based on root cause analysis, list factors that likely	The cumulative effect of attendance issues this year have made it challenging to maintain continuity of instruction. A lack of available substitute teachers, combined with first semester CDC-mandated quarantines, led to teachers covering other

contributed to the identified underperformance, gaps, and trends.	classes frequently during their planning periods. This was an unavoidable issue that made planning and instruction a challenge at various times during the school year. Lack of teacher planning time, lower attendance rates, teacher attrition and students in a constant state of adjustment to factors at home and at school have had an impact on consistency and achievement.
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ii. **List High-Priority CTE Performance Needs:** As a result of reviewing the baseline data on Perkins V performance measures and any additional findings resulting from implementation during the past program year, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2022-2023 program year.

**Note:** List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2022-2023 program year.

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

*Add additional rows, as needed*

**H - Progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students**

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

i. **Complete the following narrative summary.**

**Equal Access:**

	<b>RESPONSE</b>
a. Evaluate the local implementation of strategies and policies to provide the resources, social services, and academic support that certain students need to succeed in school.	Students receive support through CTE programs with a strategic focus on future careers. Students are provided with resources and academic support to aid in the development of in-demand workplace skills. Students receive ongoing social support in order to develop and maintain appropriate workplace behaviors in order to maximize success in their future careers. Attendance-related issues at the beginning of the school year caused by CDC quarantine rules made it a challenge to continue ongoing work to support student success.
b. Evaluate the local implementation of strategies to overcome barriers, both intentional and unintentional, that result in lower rates of access to, participation in or performance gaps in, the courses and programs for special populations.	Current strategies to overcome barriers in participation and performance gaps for special populations have focused on increasing the availability of opportunities for participation in CTE programs as well as teacher support. Increased support for teachers in implementing instructional strategies to strengthen student academic skills will also improve the performance of students in special populations. During the 2021-2022 school year, planned professional development was sometimes impeded by a lack of available substitute teachers that would have enabled more in person professional development opportunities.
c. Evaluate the local implementation of programs that are designed to enable special populations to meet the local levels of performance.	Programs designed to enable students in special populations to improve performance continued and were supplemented by teacher professional development as needed. Again, during the 2021-2022 school year, program implementation was sometimes influenced by unavoidable attendance issues.
d. Evaluate the local implementation of activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	Increased opportunities for work-based learning related to student career paths were available through internships and skill development within CTE programs. A focus on in-demand entry level jobs with additional opportunities for advancement through workplace skill development in the CTE classroom allowed for more opportunities for student self-sufficiency.

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



**Note:** List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2022-2023 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Continue to update technology, software, testing platforms and equipment in existing CTE programs with an emphasis on increasing opportunities for middle grades students to earn digital tools.
2	Increase opportunities for CTE students to participate in CTSOs and in CTSO competitions.
3	Provide professional development to school-based teachers to support at-risk and special populations students in the classroom.
4	Increase opportunities for CTE students to participate in work-based experiences related to their CTE program. Work with industry partners by identifying additional businesses willing to provide internships. Provide transportation to work-based learning experiences and field trips to explore career opportunities.

*Add additional rows, as needed*

I - Other Identified Needs from Comprehensive Local Needs Assessment (if applicable)

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

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

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2022-2023 program year.

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

3	
4	

Add additional rows, as needed

**Section 2. Primary Program of Study and CTE Secondary Programs for 2022-2023**

**Perkins V: 2022-2023 Program of Study**

Program Name:		Program Code and/or CIP	Participating Schools and Institutions	Accelerated Credit Opportunity(ies)
Secondary	<i>Middle School:</i> Integrated Technology Studies	860000	Central MS Cocoa MS Cocoa Beach MS DeLaura MS Edgewood MS Hoover MS Jackson MS Jefferson MS Johnson MS Kennedy MS Madison MS McNair MS Southwest MS Space Coast MS	
	<i>High school:</i> Applied Engineering Technology	840110	Bayside HS Melbourne HS Merritt Island HS Palm Bay HS Space Coast HS	Certified Solidworks Associate <b>Brevard Public Schools Articulated Credit</b> - <a href="http://www.easternflorida.edu/admissions/registrar-office/credit-evaluation/high-school-articulated-credit.cfm">www.easternflorida.edu/admissions/registrar-office/credit-evaluation/high-school-articulated-credit.cfm</a> Advanced Manufacturing Applied Engineering Technology Machining Technology Robotics  <b>Industry Certifications</b> - <a href="http://Eastern Florida State College   Industry Certifications">Eastern Florida State College   Industry Certifications</a>

				<ul style="list-style-type: none"> <li>• SolidWorks Associate Certification articulated credit agreement = ETDC 2364 SolidWorks Fundamentals (3 credits)</li> <li>• MSSC-Certified Production Technician certification articulated credit agreement = PMTC 1203 or ETIC 2851, ETIC 1830, ETI 2110, EET 1084 and ETI 1701 (15 credits total)</li> </ul>
<b>Postsecondary</b>	<i>Registered Apprenticeship:</i>			
	<i>Technical College/Center:</i>			
	<b>FCS Institution:</b> Alternative Energy Systems Specialist CCC Applied Technology Specialist CCC CNC Machinist CCC Composite Fabrication and Testing CCC Engineering Technology Support Specialist CCC  Engineering Technology AS	1615000001	Eastern Florida State College	<b>Engineering Technology AS (ETAS)</b> <ul style="list-style-type: none"> <li>• Applied Tech Specialist CCC (CIP 0615061203)</li> <li>• CNC Machinist CCC (CIP 0648051002)</li> <li>• Composite Fabrication &amp; Testing CCC (CIP 0647061608)</li> <li>• Engineering Tech Support Specialist CCC (CIP 0615000007)</li> <li>• Mechatronics CCC (CIP 0615000013)</li>   <li>• Robotics and Simulation Technician CCC (CIP 0615040514)</li> </ul> Industrial Management Technology AS - Eastern Florida State College   Industrial Management A.S.
<i>University:</i>		University of Central Florida		

	Electronics Technology BSET Computer Engineering BS Electrical Engineering BSEEE Mechanical Engineering BS			Daytona State College – Bachelor of Science in Engineering Technology (see Daytona State College - Engineering Technology (BSET), B.S. Degree <a href="https://www.daytonastate.edu/academic-departments/college-of-business-engineering-and-technology/school-of-engineering-technology/bachelor-engineering-technology.html">https://www.daytonastate.edu/academic-departments/college-of-business-engineering-and-technology/school-of-engineering-technology/bachelor-engineering-technology.html</a>
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**D - List of Advisory Council Members Overseeing the Primary Program of Study**

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

**Complete the Program of Study Advisory Council Member List table below.**

<b>Secondary Program of Study Advisory Council Member List</b>		
<b>Name</b>	<b>Organization</b>	<b>Representation Category (Secondary, Postsecondary, Business and Industry, Other)</b>
Cathy Bramlett	Brevard Public Schools	Secondary
Morana Goldfarb	EFSC	Postsecondary
Steven Taylor	EFSC	Postsecondary
Rachel Rutledge	Brevard Public Schools	Secondary
Mike Ennis	MASC and EDC	Industry
Tina Berger	Florida Makes	Industry
Rey Tupas Prado	Embraer	Business
Chris Larsen	Larsen Motorsports	Business
Lisa Passarelli	NASA	Business
Brian Kamm	Consultant	Industry

**E - Dissemination of Information on CTE Secondary Programs and Programs of Study**

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

	<b>Response</b>
Describe how secondary students, including students who are members of special populations, will learn about your agency’s CTE course offerings and whether each course is part of a CTE program of study in the 2022-2023 program year.	Our first step in helping student who are members of special populations is to provide information, including a tour, regarding CTE programs, for district ESE staff, ESE teachers and guidance counselors. Programs of study will be shared so staff are aware of certifications, articulation agreements, academic course suggestions, and postsecondary programs. Every parent will be provided the CTE “Dot” brochure indicating the high schools and all CTE programs offered. A parent/student document has been posted on each school’s website that shares the value of CTE; it will also be provided

in the syllabi packets sent home with students at the beginning of the new school year. Presentations will be made at parent meetings, ESE professional development opportunities, and curriculum contact meetings and all programs of study will be shared, including the website. Our district is offering digital tools in our lower middle grades this year to expose younger students to CTE concepts. This will serve as one means for special population groups to learn about the agency's course offerings. One of the CTE staff has a job responsibility of special populations whose role is to reach out directly to CTE teachers in the district to ensure our special population groups persist through our programs from middle to high school. CTE staff will be available at the CHOICE showcase to answer questions from ESE parents and students. Information will be disseminated regarding the accommodations available in CTE classrooms as well as accommodations for industry certification assessments. CTE representation will be at each ESE district contact meeting. Because CTE provides a clear path to college and/or career, our administrators, school counselors, and teachers must be well-versed in providing information to all students. Additional hours will be put in this year to reaching into the lower "middle grades" this year to provide exposure on CTE. All students, including members of all identified special populations groups, will benefit from this career exploration. By training our teachers and counselors on program offerings and programs of study in CTE, we will be able to guide students in special populations into career fields that match their interests and abilities.

**Section 3. Career Exploration and Guidance**

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

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

	<b>Response</b>
<p>i. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer career exploration and career development coursework, activities, or services.</p>	<p>Members of the CTE district staff are represented on each CareerSource Sector team, IT, Health, Manufacturing, Construction, and Aerospace. These individuals are consulted and included in content in the career exploration programs and are invited guest speakers for professional development. CareerSource Brevard is always a presenter at our district back-to-school professional development day. CSB members will share information regarding skills needed for in-demand occupations, valued industry certifications and required employability skills. The district is collaborating with CSB to provide industry specific career days for our students that are graduating.</p>
<p>ii. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations.</p>	<p>Members of the CTE district staff are represented on each CareerSource Sector team, IT, Health, Manufacturing, Construction, and Aerospace. This information is shared with teachers though department chair meetings and professional development. CTE staff is also a member of the local MASC group made up of Aerospace and Manufacturing industries. Most CTE programs have local advisory committees which meet at least two time a year to keep up with the latest information regarding their specific industry sector. Business and Industry partners are frequent guest speakers in the CTE classroom. CTE teachers are provided the opportunity to work in industry during the summer to get first-hand, up-to-date knowledge and skills in their specific industry and then they are required to present their new knowledge and to build a lesson plan to share with other teachers. Each year, during one of the district in-service days, industry tours are available for all CTE teachers to attend.</p>

<p>iii. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.</p>	<p>Since all students are required to take a career planning course in middle school, CTE will continue to provide information regarding CTE programs to all students enrolled in these courses. Professional development will be provided to all CTE teachers regarding the CTE programs offered in each high school, CTE Choice information, and how to use the CTE programs of study. Guidance counselors will be provided professional development for CTE Choice, CTE high school programs, and how to use the CTE programs of study. In addition, CTE teachers and guidance counselors will be provided professional development to include the value of industry certifications, Gold Seal and Gold Seal CAPE scholarship, and how industry certifications can be used beyond high school. CTE department members will also work with guidance counselors to set up work-based experiences for CTE concentrators.</p>
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**Section 4. Continuous Academic Improvement and Academic Integration**

**A – Promote and support the continuous Academic Improvement and Integration**

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

	<b>Response</b>
<p>i. Describe how your agency will promote continuous improvement in academic achievement of students in career and technical education programs through rigorous standards for the academic and technical skill components of the program.</p>	<p>CTE will provide professional development and curriculum resources to teachers to address student reading deficiencies and the instructional needs of students with disabilities. This focus on assisting academically struggling students in career-themed courses will increase industry certification passing scores for struggling readers and students with disabilities. This will also reduce the achievement gap for minority students who read below grade level. School counselors will receive targeted information to assist at risk students with meeting graduation requirements using mathematics and science credits earned through achievement on industry certification exams. CTE will provide reference materials and professional development to school counselors and administrators to assist them in identifying</p>

	students at risk of not graduating who can be assisted with a focus on meeting graduation requirements through achievement on certification exams.
ii. Describe how your agency will support the integration of academic skills into your CTE secondary programs in the 2022-2023 program year.	In order to assist schools in maintaining high academic standards, CTE will continue to use its “Look Fors” reference for administrators and other school staff. Since CTE instruction is closely aligned to workplace standards, quality instruction with integration of traditional academic skills does not always look like a traditional classroom. This reference will continue to assist administrators in recognizing quality instruction. This reference will be especially helpful for AVID schools, as it will help align AVID teaching strategies with best practices in CTE. CTE will identify specific industry certification examinations in which student reading level negatively impacts student achievement. CTE will provide support, instructional resources and professional development to make CTE curriculum materials available for use in student reading classes and to integrate reading strategies into CTE industry certification exam preparation.

**Section 5. Equity and Access for Special Populations**

**A – Activities related to equity and access for special populations as defined in the Perkins V Act.**

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

Describe how your agency will:

	<b>Response</b>
i. Describe how your agency will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.	To prepare all students, but specifically special population students for high-skill, high-wage or in-demand occupations, BPS will make sure that all students are provided information regarding CTE programs offered at each of the Brevard public high schools. All students, and specifically special population students and their parents, will be informed about the value of industry certifications and will be given up to three opportunities to pass them. All students will be encouraged to complete FFAA before the August 31st deadline of their senior year to ensure Bright Futures eligibility. All BPS juniors are provided the



	opportunity to take at least one college entrance exam, at no cost to the student.
ii. Describe how your agency will prepare CTE secondary participants for non-traditional fields.	To prepare all CTE participants for non-traditional fields, specifically special population students, marketing information will include non-traditional employees in non-traditional fields. There will be an emphasis to hire non-traditional teachers to serve as role models. Non-traditional industry partners will be encouraged to participate in career shadowing, classroom visits and presentations, student field trips, mentors and as members of advisory committees. Every effort will be made to provide information in the native language to parents and students.
iii. Describe how your agency will provide equal access for special populations to career and technical education courses, programs, and programs of study.	All students are provided access to all CTE programs. No students are denied enrollment in any high school CTE program taught in Brevard Public Schools.
iv. Describe how your agency will ensure that members of special populations will not be discriminated against based on their status as members of special populations in the 2022-2023 program year.	Special populations students will not be discriminated against. To ensure they are not, the nondiscrimination notice will be on each document published by Brevard Public Schools. Accommodations will be provided as needed, based on student's IEP. All BPS juniors are provided the opportunity to take at least one college entrance exam, at no cost to the student.

**Section 6. Opportunities for Work-Based Learning**

**A – Activities related to work-based learning opportunities.**

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

	<b>Response</b>
i. Describe how your agency will provide work-based learning opportunities to students participating in your CTE secondary programs and the types of opportunities that will be available.	Work-based opportunities are provided to Brevard CTE students through a variety of experiences. Our plan is to expand our current opportunities with more students and additional work-based opportunities by hiring someone who is totally responsible for student work-based learning. We currently provide:

	<ul style="list-style-type: none"> <li>i. Authentic work problems during class time such as NASA HUNCH, where Engineering, Culinary and Fashion students solve real world problems for the space station</li> <li>i. Authentic work simulations such as Early Childhood students teaching in our Early Childhood VPK programs, or Culinary students catering events during and after school</li> <li>i. Clinical experiences: Nursing assisting, Exercise Science and Dental students in actual clinical situations</li> <li>i. Paid employment with school district: HVAC, Automotive, Automotive Collision, Outboard Marine, Construction, Early Childhood, Technical Design and Culinary students working for BPS through an internship during the summer and part time during the senior year</li> <li>i. Paid employment internships with local business partners during and beyond the school day.</li> </ul>
<p>ii. Describe how your agency will work with representatives from local businesses/industry to develop and/or expand work-based learning opportunities for CTE secondary students in the 2022-2023 program year.</p>	<p>The CLNA has helped and will continue to help develop and expand additional work-based learning opportunities for CTE students by identifying additional businesses that are willing to provide these opportunities to our students.</p>

**Section 7. Opportunities for Postsecondary Credit for Secondary Students**

**A – Activities related to postsecondary education**

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

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

**Section 8. Support for CTE personnel**

**A – Activities related to support for CTE personnel**

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

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

**Section 9. Performance of Special Populations and Subgroups**

**A – Activities related to performance of special populations and subgroups**

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

	<b>Response</b>
<p>Describe how your agency will address disparities or gaps in performance in special subpopulations and subgroups in each year of the plan, and if no meaningful progress is achieved prior to the third program year, describe additional actions that will be taken to eliminate such disparities or gaps in the 2022-2023 program year.</p>	<p>Addressing performance gaps in each of the special subpopulations will begin with establishing the same rigorous goals/objectives for all students. When students are given rigorous appropriate assignments, strong instruction, with deep student engagement, the gap between these special population students begin to narrow.</p> <p>Professional development will be provided to instructors, so they understand and broaden their personal mindset regarding members of special populations. We know that teacher expectations have a huge effect on student achievement growth and teachers need to be aware of their current attitudes and how they can provide engaging and worthwhile lessons for ALL students.</p> <p>Teachers must maintain high expectations for all students and believe that all students can learn rigorous standards. Data will be provided to teachers addressing the performance of each subgroup, so instructors are aware of any performance gaps. Using the established goals, instruction will be differentiated to accommodate learning styles of all students so that all can attain course objectives. Strategic progress monitoring will occur to ensure student performance is aligned to the rigor of the standards. Typically, disparities in performance can be controlled when all students are provided high-quality experiences.</p> <p>High quality curriculum will be provided for each CTE program and teachers will be monitored regarding the use and performance of students, especially the gaps in performance of the special subpopulations.</p> <p>Students will not be denied access to any CTE program based on race, ethnic group, gender or sexual orientation. Promotional materials will be developed showing non-traditional students participating in each CTE program. These publications will also include the BPS non-discrimination notice. Professional development opportunities will be made available to all CTE teacher regarding</p>



working with minority students and the importance of grade level expectations for all students.

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

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

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

Students participating in the Education for Teenage Parent (ETP) program will have access to all CTE programs. They will also be provided with brochures describing all CTE programs and counseled regarding the benefits of taking CTE.

Promotional materials including brochures and videos will reflect individuals in non-traditional careers. Consideration for hiring non-traditional teachers in CTE will be a priority. Field trips and guest

	<p>speakers will include non-traditional individuals. Specific lesson plans will be included in each CTE program to introduce students to non-traditional careers.</p> <p>Each year we will address performance and will deal with gaps in performance in each subgroup by providing specific professional development for instructors based on research practices that work. CTE staff will provide additional assistance to teachers and underperforming subgroups. Baseline data for subgroups is included in this application.</p>
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**Section 10. Accountability and Program Improvement**

All districts must maintain robust data collection and management systems. In addition, processes must be in place to review program performance on a regular basis. An overview of accountability requirements for Perkins V may be found in **Attachment C** and the *2022-2023 Perkins V Implementation Guide*.

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

	<b>Response</b>
<p>A. Describe the agency’s data management information system and practices related to tracking student outcomes, maintaining quality of the data, data privacy, continuous monitoring of program performance, and the ability to identify and quantify any disparities or gaps in performance especially with regard to special populations.</p>	<p>BPS uses Performance Matters to collect data from our student management system. Data can be pulled into a report and downloaded to an Excel spreadsheet. Information for all subgroups required in ESSA and Perkins can be segregated by teacher and school. The following information is available, minority and ethnic groups, gender, ESE, ELL, single parent, students in transition, and students whose parents are serving in the military. Performance in math and reading, attainment of industry certification, graduation status, and tests scores can also be included in the data for each student. We are working with our district data analyst to set up reports to pull data for monitoring and providing technical assistance. We will use this data to track enrollment and performance of CTE students, specifically for the target populations.</p>

Reminder: As part of the 2020-2021 application process, eligible recipients identified the agreed upon levels of performance for the core indicators for each of the program years covered by the local four-year plan. Eligible recipients will be held accountable for these performance targets beginning with the data from the 2020-2021 program year. Program Improvement Plans (PIP) will be required for those measures not meeting at least 90% of the agreed upon performance level. Procedures for identifying measure performance and submitting PIPs will be provided under separate cover.

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

**A – Activities related to reading and strategic imperatives included in the State Board of Education’s K-20 Strategic Plan**

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

	<b>Response</b>
<p>Describe how the project will incorporate one or more of the Goals included in the State Board of Education’s K-20 Strategic Plan.</p> <p>URL: <a href="http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml">http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml</a></p>	<p>Brevard’s High School Instructional Handbook, which contains College and Career Readiness requirements, along with a proven track record in accelerated programs is in direct support of the Next Generation Strategic Plan, Reading, and Math/Science Initiatives. Brevard’s students have increased opportunities to earn credits and must complete increased requirements in math, science and social studies to graduate. Brevard’s graduation requirements increased the rigor of its courses so that all students will graduate high school prepared to enter and be successful in the workplace, in further career education and/or in postsecondary degree opportunities. Additionally, Brevard is a top performer in the number of dual enrollment students in Florida taking A.A, A.S., College Credit Certificate, or PSAV Programs. CTE students who earn an industry certification or postsecondary CTE credential are publicly recognized at graduation ceremonies. This project will fund staff positions who, as part of their job responsibilities, contribute to the increase in acceleration partnerships with Eastern Florida State College and other higher education partners. Project funds support CTE teacher workshops to improve classroom instruction and align instructional practices with the Florida Educator Accomplished Practices (FEAPS). Brevard’s High School Instructional Handbook, which contains College and Career Readiness requirements, can be viewed online BPS website.</p>

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**Section 12. Notice Regarding Automotive Service Technology Education Programs (State Requirement)**

**A – Documentation of Automotive Service Technology Program**

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

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

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

All six of Brevard’s Automotive Service Technology programs are certified by ASE: Eau Gallie HS, Heritage HS, Rockledge HS, Merritt Island HS, Satellite HS, and Titusville HS. Satellite HS and Heritage HS recertified in the 2022 school year. Certification documents are embedded in the document below.



Education Foundation

*CERTIFICATE OF ACCREDITATION*

This is to signify that:

*Titusville High School*

Secondary

Expires 5/1/2026

Has been evaluated by the

*ASE Education Foundation*

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

**Maintenance and Light Repair**

*Timothy A. Zilke*

Timothy A. Zilke  
President, ASE

*Michael Coley*

Michael Coley  
President, ASE Education





July 1, 2020

Program ID: 106921

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

Dear Principal Vega:

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

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

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

Congratulations!

Sincerely,

A handwritten signature in blue ink that reads 'Michael Coley'.

Michael Coley  
President

cc: Chris Wilson, Instructor  
Tom Klem, ETL

**Accreditation Expiration Date: 8/1/2025**



# Education Foundation

April 11, 2022

Program ID: 100462

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

Dear Principal Elliott,

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

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

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

Congratulations!

Sincerely,

Michael Coley  
President

cc: James Johnson, Instructor  
Gary McClain, ETL

**Accreditation Expiration Date: 5/1/2027**



# Education Foundation

January 17, 2022

Program ID: 108127

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

Dear Principal Harris,

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

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

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

Congratulations!

Sincerely,

Michael Coley  
President

cc: James Johnson, Instructor  
Tom Klem, ETL

**Accreditation Expiration Date: 2/1/2027**



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## Rockledge High School - Standard

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

Roster   Employers   Instructors   Status History

Graduation Year

[+ Import Students](#)

[+ Add New Student \(/Student/AddStudent/1dd5b55c-b909-e811-80c8-005056a271b9?RosterYear=2020\)](#)

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

Eau Gallie High School ~ ASE Program # 106047

## Eau Gallie High School

### Secondary

[View School's Web Site](#)

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

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### Auto Series Programs

Eau Gallie High School

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

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Maintenance and Light Repair



## **Section 13. Federal Programs - General Education Provisions Act (GEPA) (Federal Requirement)**

### **A – Description of process to ensure equitable access**

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

	<b>Response</b>
For the fiscal year 2022-2023, provide a concise, one-page description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to URL: <a href="http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf">http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf</a>	Brevard Public Schools will provide secondary CTE programs for individuals in the least restrictive environment in accordance with IDEA and GINA, and, whenever appropriate, be included as a component of the IEP. Project funds will be utilized to assist in data collection, analysis, program evaluation, and industry certification of all stakeholders including special populations. Brevard’s Office of Career & Technical Education is poised to respond to the needs of industry, students, and special populations as determined through the measurement and analysis of local, state and national data.

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

**APPLICATION REVIEW CRITERIA AND CHECKLIST**

- Place all items requested in the order indicated below.
- All eligible providers must submit all documents electronically to FDOE Office of Grants Management in the established ShareFile Folder #1 TAPS# 23B004, on the **due date of Friday, May 13, 2022.**
- Include only the items requested. (Do not include **Instructions** pages).
- Place page numbers on every page consecutively, at the bottom, beginning with the DOE 100A as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.

File # and Type	Item	Applicant Provide page #s for items listed
	<b>Attachments</b>	<b>Page Number(s)</b>
<b>Submit as a PDF file 1</b>	DOE 100A, Project Application – with original signature or electronic signature	1
	Program of Study Template	2-3
	2022-2023 Secondary CTE Assurances Form	4-7...
	<b>Narrative Sections</b>	<b>Page Number(s)</b>
<b>Submit as a Word File 2</b>	Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement	1-21
	Section 2. Primary Program of Study and CTE Secondary Programs	21-25
	Section 3. Career Exploration and Guidance	25-27
	Section 4. Continuous Academic Improvement and Academic Integration	27-28
	Section 5. Equity and Access for Special Populations	28-29
	Section 6. Opportunities for Work-Based Learning	29-30
	Section 7. Opportunities for Postsecondary Credit for Secondary Students	31
	Section 8. Support for CTE personnel	32
	Section 9. Performance of Special Populations and Subgroups	33-35
	Section 10. Accountability and Program Improvement	35-36
	Section 11 - Support for Reading/Strategic Imperatives (FLDOE Requirement)	36-37
	Section 12 - Notice Regarding Automotive Service Technology Education Programs (State Requirement)	37-43
	Section 13 - Federal Programs - General Education Provisions Act (GEPA) (Federal Requirement)	44
<b>Application Checklist - must be last page of the "Word" file.</b>		
<b>Excel Workbook File</b>	<b>Secondary Grant Application <u>CLNA</u> and Budget Excel Workbook</b>	<b>Page Number(s)</b>
<b>Submit as Excel File 3</b>	Program Needs Assessment	3
	DOE 101 Budget Narrative Form (with instructions)	7-10
	Projected Equipment Purchases Form (with instructions)	11



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

**Perkins V 2022-2023  
District Secondary CLNA and  
Budget Workbook**

Governor Ron DeSantis

Commissioner Richard Corcoran

CLNA PROGRAM SUMMARY - LABOR MARKET ALIGNMENT & SIZE, SCOPE, AND QUALITY  
MUST INCLUDE ALL PERKINS ELIGIBLE HIGH SCHOOL AND MIDDLE SCHOOL PROGRAMS OFFERED BY THE AGENCY IN 2022-23

Agency Name:	Brevard
Agency Number:	05
Career Source Region:	13

LABOR MARKET ALIGNMENT (LMA) To be fundable, must have one (1) Primary Source OR two (2) secondary sources.															HIGH SCHOOL - SIZE, SCOPE, AND QUALITY (SSQ) Program is not fundable if K, M, N, or O are blank.				MIDDLE SCHOOL - SSQ Program is not fundable if P or Q are blank.		% enrolled in POS: 67.8%	
PRIMARY SOURCES															SECONDARY SOURCES				PROGRAM OF STUDY		PROGRAM OF STUDY	
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S				
Fundable?	Program Number (Number Field)	Program Name (Autopopulates)	Projected Enrollment (# Field)	SOC Code (Must Use Officially Aligned SOCs. All Others Rejected) (Number Field)	Primary Source Option #1: Your Region's Demand Occupation List (DOL) (References 20-21 & 21-22 RDOs) (Autopopulates)	Primary Source Option #2: On State Demand Occupation List, FL Dept. of Agriculture & Consumer Services List, or FL Enterprise List (References 20-21 & 21-22 SDOL) (Autopopulates)	Primary Source Option #3: Local CareerSource Targeted Occupation List (TOL) or Local WIOA Plan (Dropdown)	Secondary Source #1 (Dropdown)	Secondary Source #2 (Must be Different from #1) (Dropdown)	Identify the high school(s) or other sites (including virtual) where the program will offer at least 3 courses (or 2 courses for 2 course programs). (Text/# Field)	Identify the high school(s) or other sites (including virtual) where the program WILL NOT offer at least 3 courses (or 2 courses for 2 course programs), if applicable. (Text/# Field)	List one or more experiential learning opportunities. E.g., work-based learning opportunity or capstone experience (if course, include course number), and/or CTSO students will have access to this program. (Text Field)	List one or more ways business and industry will be engaged in the operations of the program. (Text Field)	List the industry recognized credentials students may earn in the program. (Text Field)	Identify one or more 9-12 Career Preparatory or Technology Programs that the middle grades exploratory course introduces students to. (Text Field)	Identify one or more high school (or other instructional sites including virtual) where the program will be available. (Text Field)	If a part of a fully compliant Program of Study, list the primary aligned postsecondary program. (Dropdown)	Primary Accelerated Credit Opportunity (Required for Compliant Programs of Study) (Dropdown)				
Yes	8301100	Business Management and Analysis	36	111021	Yes	Yes				161 3011	None	CTSO	Guest Speaker, Advisory Committee	INTUT001			Office Administration	Statewide Articulation Agreement				
Yes	8723000	Air Conditioning, Refrigeration and Heating Technology	139	499021	Yes	Yes				302	None	CTSO, Internships	Internships, Field Trips, Advisory Committee	HBINS004			Building Construction Technologies	Statewide Articulation Agreement				
Yes	8212500	Administrative Office Specialist	52	436011	No	Yes				2311 0302	None	CTSO	Guest Speaker, Advisory Committee	MICRO076			Office Administration	Statewide Articulation Agreement				
Yes	9200200	Advanced Manufacturing Technology	48	511011	Yes	Yes				2311	None	CTSO, Internships	Internships, Field Trips, Advisory Committee	SOLID003 MSSCN001			Manufacturing Technology	Statewide Articulation Agreement				
Yes	9001300	Applied Cybersecurity	84	151212	Yes	Yes				2011 0011	None	CTSO	Guest Speaker, Field Trips, Advisory Committee	MICRO076 MICRO077 MICRO078			Network Systems Technology	Local Articulation Agreement				
Yes	8401100	Applied Engineering Technology	550			Yes				2211 2011 4011 2021 0302	None	CTSO, Capstone	Guest Speakers, Guest Judges, Field Trips, Advisory Committee	SOLID003			Engineering Technology	Statewide Articulation Agreement				
Yes	9410100	Applied Robotics	38			Yes				2021	None	CTSO, Capstone	Guest Speaker, Field Trips, Advisory Committee, Financial Support	ADESK011			Engineering Technology	Statewide Articulation Agreement				
Yes	8101100	Architectural Drafting	137	173011	No	No	Local TOL			1011	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Advisory Committee	ADESK002 ADESK008 ADESK011			Computer-Aided Drafting and Design	Statewide Articulation Agreement				
Yes	9514000 9504100	Automotive Collision Technology	108	493021	Yes	Yes				1121	None	CTSO, Internships	Internships, Guest Speaker, Field Trips, Advisory Committee	NIASE086 NIASE087 NIASE076 NIASE077 NIASE078 NIASE079 NIASE080 NIASE081 NIASE082 NIASE083 NIASE084 NIASE085			Automotive Collision Repair and Refinishing - Auto	Local Articulation Agreement				
Yes	9540700	Automotive Maintenance and Light Repair	534	493023	Yes	Yes				3011 2311 4011 1011 6011 0011	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Advisory Committee	FEDAA013 NCATT003			Automotive Service Management Technology	Local Articulation Agreement				
Yes	9540700	Aviation Assembly and Fabrication	111	493011	Yes	Yes				3011	None	CTSO, Internships	Internships, Field Trips, Community Tours, Advisory Committee, Financial Support	FEDAA013 NCATT003			Aerospace Technology	Statewide Articulation Agreement				
Yes	8720300	Building Construction Technologies	453	499071	Yes	Yes				0161 1121 2011 2021	None	CTSO, Internships	Community Tours, Advisory Committee	HBINS004 HBINS005			Building Construction Technology	Statewide Articulation Agreement				
Yes	8918000	Criminal Justice Operations	330	131041	Yes	Yes				2021 1011	None	CTSO	Guest Speaker, Field Trips, Advisory Committee	TAFLP001			Criminal Justice Technology	Local Articulation Agreement				
Yes	8800500	Culinary Arts	917	119051	Yes	Yes				2211 1121 2011 2021 0011	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Advisory Committee	NRAEF003 NRFSP001			Culinary Management	Statewide Articulation Agreement				
Yes	8417140	Dental Aide	157	319099	No	No	Local TOL			1171	None	CTSO, Clinicals	Clinical, Guest Speakers, Field Trips, Advisory Committee	NATHA003			Dental Hygiene					

Yes	8209600	Digital Design	604	271024	Yes	Yes		2211 1121 5011 4021 2011 2021 0011 0161 3011 2311 4011 1011 6011 0302 1171	None	CTSO	Guest Speakers, Guest Judges, Field Trips, Advisory Committee	MICRO076 ADOBE024 ADOBE025		Graphics Technology	Statewide Articulation Agreement	
Yes	8201600	Digital Media/Multimedia Design	1313	271014	No	No	Local TOL		None	CTSO	Guest Speakers, Guest Judges, Field Trips, Advisory Committee	ADOBE023 ADOBE024 ADOBE025		Graphics Technology	Statewide Articulation Agreement	
Yes	8201400	Digital Video Technology	78	274011	Yes	Yes		4021	None	CTSO, Internships	Guest Speakers, Guest Judges, Field Trips, Advisory Committee	ADOBE023		Graphics Technology	Statewide Articulation Agreement	
Yes	8725000	Drafting	105	173011	No	No	Local TOL	302	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Advisory Committee	ADESK002 ADESK008 ADESK011		Computer-Aided Design and Drafting	Statewide Articulation Agreement	
Yes	8405100	Early Childhood Education	486	252011	No	No	Local TOL	3011 4011 2021 6011 1171	None	CTSO, Practicum	Practicum, Guest Speakers, Field Trips, Advisory Committee	CPREC001		Early Childhood Education	Dual Enrollment	
Yes	8417170	Emergency Medical Responder	112	319099	No	No	Local TOL	2011	None	CTSO, Internships	Internships, Field Trips, Advisory Committee	NREMT003		Emergency Medical Services	Local Articulation Agreement	
Yes	8007300	Environmental Water & Reclamation Technology	80	518031	No	Yes		2311	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Advisory Committee	FLDEP003 FLDEP006		Environmental Science Technology		
Yes	8417000	Exercise Science	712	399031	No	No	Local TOL	2211 1121 3011 2311 1171	None	CTSO, Internships	Internships, Field Trips, Advisory Committee	NATHA003		Sports, Fitness, and Recreation Management		
Yes	8506400	Fashion Technology and Design Services	39	412031	No	No	Local TOL	None	5011	CTSO, Internships	Internships, Guest Speakers, Field Trips, Advisory Committee	ADOBE024		Fashion Technology and Production Services		
Yes	8815100	Finance	43	433021	No	Yes		5011	None	CTSO	Guest Speaker, Advisory Committee	MICRO076 INTUT001		Accounting Technology	Statewide Articulation Agreement	
Yes	8208300	Game/Simulation/Animation Programming	151	151131	Yes	Yes		2311 4011 2021	None	CTSO	Guest Speaker, Field Trips, Advisory Committee	ADESK030 UNITY002 UNITY003		Game Development Design	Statewide Articulation Agreement	
Yes	8703100	Hospitality and Tourism Management	99	119081	No	Yes		4011	None	CTSO	Guest Speaker, Field Trips, Advisory Committee	PROSO031		Hospitality & Tourism Management		
No	9001500	Cloud Computing & Virtualization	96	151142	Yes	Yes		4011	None	CTSO, Internships	Internships, Field Trips, Advisory Committee	MICRO076 MICRO077 MICRO078		Computer Information Technology		
Yes	8216100	International Business	99	111021	Yes	Yes		2011 1011	None	CTSO	Guest Speaker, Field Trips, Advisory Committee	MICRO076 INTUT001		Office Administration		
Yes	8771101	Journalism and Multimedia	105	274021	No	No	Local TOL	2211	None	CTSO	Guest Speakers, Advisory Committee	ADOBE024		Office Administration	Local Articulation Agreement	
Yes	9003400	Applied Information Technology	47	151151	Yes	Yes		11	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Advisory Committee, Financial Support	MICRO076 MICRO077 MICRO078		Computer Information Technology		
Yes	9202100	Machining Technology	137	514035	No	No	Job Analytics	CareerSource Board Letter of Support	2211	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Community Tours, Advisory Committee	NIFMS001 NIFMS002 NIFMS013 NIFMS014 NIFMS017		Engineering Technology	Statewide Articulation Agreement
Yes	8404100	Maritime Technology	146			Yes		1011	None	CTSO, Capstone	Guest Speaker, Field Trips, Advisory Committee	MSSCN002		Transportation and Logistics	Local Articulation Agreement	
Yes	9200500	Marketing, Management and Entrepreneurial Principles	70	112021	No	Yes		1011 5011	None	CTSO	Guest Speaker, Advisory Committee	PROSO031		Business Administration	Local Articulation Agreement	
Yes	8212300	Medical Administrative Specialist	71	436013	Yes	Yes		2311	None	CTSO	Guest Speaker, Advisory Committee	MICRO076 NATHA003		Office Administration	Statewide Articulation Agreement	
Yes	8417210	Nursing Assistant (Acute and Long-Term Care)	492	311014	No	No	Local TOL	0161 2211 2011 1011 0011	None	CTSO, Clinicals	Clinicals, Guest Speakers, Field Trips, Advisory Committee	FDMQA002		Nursing R.N.	Dual Enrollment	



Yes	9504200	Outboard Marine Service Technology	71	493051	No	No	Local TOL		3011	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Community Tours, Advisory Committee	NIASE080 NIASE081		Marine Service Technologies	Local Articulation Agreement	
Yes	8909000	Principles of Teaching	106	259041	No	No	Local TOL		2211 0302	None	CTSO, Practicum	Practicum, Guest Speakers, Advisory Committee	EDTSO001		Educational Assisting	Local Articulation Agreement	
Yes	9101000	#N/A	23	496093	No	No	Local TOL		11	None	CTSO	Guest Speaker, Field Trips, Advisory Committee	FDMQA030		Criminal Justice Technology	Statewide Articulation Agreement	
Yes	8401000	Technical Design	570			Yes			2211 1121 5011 3011 2311 2021 6011	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Advisory Committee	ADESK002 ADESK008 ADESK011		Computer-Aided Drafting and Design	Statewide Articulation Agreement	
Yes	8201500	Television Production Technology	591	274032	No	No		CareerSource Job Analytics Board Letter of Support	2211 4021 0302 0011 1171	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Community Tours, Advisory Committee	ADOBE023		Film Production Technology	Statewide Articulation Agreement	
Yes	9007500	Web Application Development & Programming	294	151131	Yes	Yes			1011 6011 1171	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Advisory Committee, Financial Support	MICRO076 MICRO080 MICRO104 MICRO105 MICRO112		Computer Programming and Analysis	Statewide Articulation Agreement	
Yes	9204400	Welding Technology Fundamentals	122	514121	Yes	Yes			161	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Community Tours, Advisory Committee	HBINS004 HBINS005		Welding Technology		
No	8918200	Introduction to Fire Fighting	0	332011	Yes	Yes			2021	None	CTSO, Practicum	Practicum, Guest Speakers, Field Trips, Community Tours, Advisory Committee	FLSM005		Fire Science Technology	Statewide Articulation Agreement	
Yes	8209100	Careers in Fashion and Interior Design	48			No									Fashion Technology & Design Services (8506400) Interior Design Services (8506500)	1171	
Yes	8209200	Careers in Fashion and Interior Design and Career Planning	52			No									Fashion Technology & Design Services (8506400) Interior Design Services (8506500)	1171	
Yes	8209310	Careers in Fashion Design	0			No									Fashion Technology & Design Services (8506400)	5011	
Yes	9009200	Coding Fundamentals	547			No									Web Application Development & Programming (9007500) Game/Sim/Anim/P rogramming (8208300)	1011 6011 1171 2311 4011 2021	
Yes	8200520	Computer Applications in Business 1	612			No									Admin Office Specialist (8212500) Digital Design (8209600) Digital Media/Multimedia (8201200) Hospitality & Tourism Mgmt (8703100) Int'l Business (8215100) Medical Admin Specialist (8212300)	0161 2211 1121 5011 3011 4021 2311 2011 4011 2021 1011 6011 0302 0011 1171	



Yes	8200210	Computer Applications in Business 2	158		No							Admin Office Specialist (8212500)	0161 2211 1121 5011 3011 4021 2311 2011 4011 2021 1011 6011 0302 0011 1171 (8212300)			
Yes	8200211	Computer Applications in Business 3	0		No							Admin Office Specialist (8212500)	0161 2211 1121 5011 3011 4021 2311 2011 4011 2021 1011 6011 0302 0011 1171 (8212300)			
Yes	8809200	Fundamentals of Culinary Careers	1298		No							Culinary Arts (8800500)	2211 1121 2011 2021 0011			
Yes	8130300	Fundamentals of Architecture and Construction	177		No							Building Construction Technology (8720310)	0161 1121 2011 2021			
	8500230	N/A			No											
	9100210	N/A			No											
	9100310	N/A			No											
Yes	8718000	Commercial Art Technology	60	271024	Yes	Yes	Local WIOA Plan	Other Employer or Industry Assoc. Letter of Support	Job Analytics	Odyssey Charter School	N/A	Development of the school yearbook, website, other school digital design needs	Connecting with local digital designers and web developers for class visits, internships, work opportunities, and field trips	ADOBE21	Digital Design	Dual Enrollment

**From:** [Harrington, Bruce](#)  
**To:** [Rutledge.Rachel@Career and Technical Education](mailto:Rutledge.Rachel@Career and Technical Education)  
**Subject:** Response to Voicemail  
**Date:** Thursday, June 2, 2022 6:08:09 PM  
**Attachments:** [image001.png](#)

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Hi Rachel,

I just got your voicemail (I've been out and playing catch up as usual). It's late in the day so I am emailing.

Yes, even though the program in question is short we will allow Perkins funds to be spent on it because it is such a vital program. You will get a red strikethrough in the excel worksheet – ignore it. Include the information that you can and if a column will not allow entry just put a note off to the right that indicates that it is a fundable program per Bruce Harrington.

Let me know if you have any questions.

Thanks,

Bruce

**Bruce Harrington**

Director, Federal and State Initiatives Section

**Florida Department of Education**

**Division of Career, Technical, and Adult Education**

325 West Gaines Street | Tallahassee, FL 32399

Office: (850) 245-0949



**FLORIDA DEPARTMENT OF EDUCATION  
2022-2023 Perkins V  
BUDGET NARRATIVE FORM**

A) Name of Eligible Recipient/Fiscal Agent: **Brevard Public Schools**

Brevard Public Schools

B) DOE Assigned Project Number: **050-1613B-3CDS01**

C) TAPS Number: **23B004**

23B004

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5300	644	Capital Outlay - Computer hardware under \$5,000 for developing, implementing and/or improving sequential CTE programs and enhancing existing career and technical programs that link high school with postsecondary career and technical education. Purchases will be completed prior to June 30, 2023. Projected purchases to include computers and monitors for EHS Digital Design (26), HHS Digital Media/Multimedia (31), PBMHS Digital Design (31). \$2,006.45/each, and a 3D printer for the Applied engineering program at Palm Bay Magnet and the Technical Design program at Satellite High (each 3D printer is \$4,216/each). Amount is rounded up to \$185,000. Narrative Section, CLNA Need and Priority#: Section 1: C iii, Need 1; E ii, Need 3; G ii, Need 2; H ii, Need 1 Program Number: 8401100, 8401000, 8209600, 8201600 Section 135: Requirement for the Uses of Funds: 1B, 1C, 1D, 1E, 1F, 3, 4A, 5A-5M, 5O-5T, 6		\$185,000.00
5300	643	Capital Outlay- Computer hardware over \$5,000 for developing, implementing and/or improving sequential CTE programs and enhancing existing career and technical programs that link high school with postsecondary career and technical education. Purchases will be completed prior to June 30, 2023. Projected purchases include 911 simulators for Rockledge HS, Palm Bay HS, and Titusville HS. A Projected Equipment Purchases document is attached. Narrative Section, CLNA Need and Priority#: Section 1: C iii, Need 1; E ii, Need 3; G ii, Need 2; H ii, Need 1 Program Number: 8918000, 9101000 Section 135: Requirement for the Uses of Funds: 1B, 1C, 1D, 1E, 1F, 3, 4A, 5A-5M, 5O-5T, 6		\$104,976.00
5300	641	Capital Outlay- FF&E over \$5,000 for developing, implementing and/or improving sequential CTE programs and enhancing existing career and technical programs that link high school with postsecondary career and technical education. Purchases will be completed prior to June 30, 2023. Projected purchases include an AC system trainer for Eau Gallie HS automotive program, an AC system trainer for Heritage HS automotive program, a commercial freezer for Melbourne HS culinary program, a table top tire change for Satellite automotive program, a table top tire changer and balancer for Rockledge automotive program. A Projected Equipment Purchases document is attached. See Attachments for price quotes. Narrative Section, CLNA Need and Priority#: Section 1: C iii, Need 1; E ii, Need 3; G ii, Need 2; H ii, Need 1 Program Number: 9504100, 8800500 Section 135: Requirement for the Uses of Funds: 1B, 1C, 1D, 1E, 1F, 3, 4A, 5A-5M, 5O-5T, 6		\$57,287.00
6300	130	Salaries: for 3 full-time CTE resource teachers to: Participate in the CLNA analysis; Prepare lesson plans ; integrate content aligned with challenging academic standards; Provide instruction to students regarding articulation agreements, benefits of industry certification, CTE participation, PS credit through dual enrollment; Providing information to community groups and parents; Participate in a variety of school activities; Use varied assessment instruments assess student progress; Evaluate the performance of special populations and each subgroups as described in ESSA; Establish and maintain co-curricular CTSSO; establish and maintain open lines of communication with stakeholders; Plan and carry out the implementation of CTE programs and POS ; Maintain and procure appropriate equipment, technology, and instructional materials aligned with business and industry needs. Project funds will be used for CTE resource teacher salary in accordance with contract language. CTE resource teachers are 10-month teachers paid on the instructional salary schedule. Project funds will also provide the CTE resource teacher salary and other school-based teacher salary for summer hours to participate in curriculum development, for purposes of aligning curriculum to POS and industry certification standards. Secondary CTE teachers will coordinate with PS institutions, business partners, local workforce board, and advisory councils to align, refine, and sustain secondary POS and PS curriculum crosswalks. Salary rates will align with teacher contract language. CTE Teachers will support special populations in the CTE classroom, enhanced WBL experiences for students, increased PS opportunities for students, and additional exposure to middle grades classes during time off contract. All activities will be completed by June 30, 2023. Narrative Section, CLNA Need and Priority#: Section 1, C iii, Need 2, Need 3, Need 4; E ii, Need 1; F ii, Needs 1-4; G ii, Need 1, Need 4; H ii, Need 1, Need 3; I ii, Need 1, Need 2 Program Number: 8301100,8273000,8212500,9200200,9001300,8401100,9410100,8101100,9514000,9504100,9540700, 8720300,8918000,8800500,8417140,8209600,8201600,8201400,8725000,8405100,8417170,8007300, 8417000,8506400,8815100,8208300,8703100,8216100,8771101,9003400,9202100,8404100, 9200500,8212300,8417210,9504200,8909000,9101000,8401000,8201500,9007500,9204400, 8209100,8209200,8209310,9009200,8200520,8200210,8200211,8809200,8130300 Section 135: Requirement for the Uses of Funds: 1C, 1D, 1E, 2A-2I,4B, 5A-G, 5K-M, 5R	3.00	\$168,062.00
6300	210	Retirement : (10.82%) for secondary CTE resource teachers and school-based teachers participating curriculum development and CTE-POS improvement activities. Narrative Section, CLNA Need and Priority#: Section 1, C iii, Need 2, Need 3, Need 4; E ii, Need 1; F ii, Needs 1-4; G ii, Need 1, Need 4; H ii, Need 1, Need 3; I ii, Need 1, Need 2 Program Number: 8301100,8273000,8212500,9200200,9001300,8401100,9410100,8101100,9514000,9504100,9540700, 8720300,8918000,8800500,8417140,8209600,8201600,8201400,8725000,8405100,8417170,8007300, 8417000,8506400,8815100,8208300,8703100,8216100,8771101,9003400,9202100,8404100, 9200500,8212300,8417210,9504200,8909000,9101000,8401000,8201500,9007500,9204400, 8209100,8209200,8209310,9009200,8200520,8200210,8200211,8809200,8130300 Section 135: Requirement for the Uses of Funds: 1C, 1D, 1E, 2A-2I,4B, 5A-G, 5K-M, 5R		\$18,184.00

6300	220	<p>improvement activities.</p> <p>Narrative Section, CLNA Need and Priority#: Section 1, C iii, Need 2, Need 3, Need 4; E ii, Need 1; F ii, Needs 1-4; G ii, Need 1, Need 4; H ii, Need 1, Need 3; I ii, Need 1, Need 2</p> <p>Program Number: 8301100,8723000,8212500,9200200,9001300,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500,8417140,8209600,8201600,8201400,8725000,8405100,8417170,8007300,8417000,8506400,8815100,8208300,8703100,9001500,8216100,8771101,9003400,9202100,8404100,9200500,8212300,8417210,9504200,8909000,9101000,8401000,9007500,9204400,8209100,8209200,8209310,9009200,8200520,8200210,8200211,8809200,8130300</p> <p>Section 135: Requirement for the Uses of Funds: 1C, 1D, 1E, 2A-2I,4B, 5A-G, 5K-M, 5R</p>			\$12,857.00
6300	230	<p>Medical and Life Insurance (.083 LI, \$8,537.40 pp MI - only 2 with MI) for 3 CTE resource teachers. Calculated on contracted salary. Rounded up to \$17,090.</p> <p>Narrative Section, CLNA Need and Priority#: Section 1, C iii, Need 2, Need 3, Need 4; E ii, Need 1; F ii, Needs 1-4; G ii, Need 1, Need 4; H ii, Need 1, Need 3; I ii, Need 1, Need 2</p> <p>Program Number: 8301100,8723000,8212500,9200200,9001300,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500,8417140,8209600,8201600,8201400,8725000,8405100,8417170,8007300,8417000,8506400,8815100,8208300,8703100,8216100,8771101,9003400,9202100,8404100,9200500,8212300,8417210,9504200,8909000,9101000,8401000,8201500,9007500,9204400,8209100,8209200,8209310,9009200,8200520,8200210,8200211,8809200,8130300</p> <p>Section 135: Requirement for the Uses of Funds: 1C, 1D, 1E, 2A-2I,4B, 5A-G, 5K-M, 5R</p>			\$17,090.00
6300	240	<p>Workers Comp (0.558%) for secondary CTE resource teachers and school-based teachers participating in curriculum development and CTE-POS improvement activities.</p> <p>Narrative Section, CLNA Need and Priority#: Section 1, C iii, Need 2, Need 3, Need 4; E ii, Need 1; F ii, Needs 1-4; G ii, Need 1, Need 4; H ii, Need 1, Need 3; I ii, Need 1, Need 2</p> <p>Program Number: 8301100,8723000,8212500,9200200,9001300,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500,8417140,8209600,8201600,8201400,8725000,8405100,8417170,8007300,8417000,8506400,8815100,8208300,8703100,8216100,8771101,9003400,9202100,8404100,9200500,8212300,8417210,9504200,8909000,9101000,8401000,8201500,9007500,9204400,8209100,8209200,8209310,9009200,8200520,8200210,8200211,8809200,8130300</p> <p>Section 135: Requirement for the Uses of Funds: 1C, 1D, 1E, 2A-2I,4B, 5A-G, 5K-M, 5R</p>			\$938.00
6300	160	<p>Salary for a full-time Work-Based Learning Specialist. The specialist will work with CTE students to recruit for preapprentice and internship opportunities. Activities include helping students complete the on-boarding process to enroll in an internship or a pre-apprentice program. Additional activities include classroom presentations, working with advisory committees, communicating with students, parents and industry partners, and all additional activities for students to have successful work-based experiences while enrolled in high school. All WBL specialist activities will be completed by June 30, 2023.</p> <p>Narrative Section, CLNA Need and Priority#: Section 1, C iii, Need 2, Need 5; E ii, Need 2; F ii, Need 2, H ii, Need 4</p> <p>Program Number: 8301100,8723000,8212500,9200200,9001300,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500,8417140,8209600,8201600,8201400,8725000,8405100,8417170,8007300,8417000,8506400,8815100,8208300,8703100,8216100,8771101,9003400,9202100,8404100,9200500,8212300,8417210,9504200,8909000,9101000,8401000,8201500,9007500,9204400</p> <p>Section 135: Requirement for the Uses of Funds: 1A, 1B, 1C, 1D, 1E, 1F, 2A-1.3, 4A, 4B, 5A-5B, 5C, 5E, 5H, 5J-5M, 5O-5T, 6</p>	1.00		\$55,894.00
6300	210	<p>Retirement (10.82% retirement) for WBL Specialist</p> <p>Narrative Section, CLNA Need and Priority#: Section 1, C iii, Need 2, Need 5; E ii, Need 2; F ii, Need 2, H ii, Need 4</p> <p>Program Number: 8301100,8723000,8212500,9200200,9001300,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500,8417140,8209600,8201600,8201400,8725000,8405100,8417170,8007300,8417000,8506400,8815100,8208300,8703100,8216100,8771101,9003400,9202100,8404100,9200500,8212300,8417210,9504200,8909000,9101000,8401000,8201500,9007500,9204400</p> <p>Section 135: Requirement for the Uses of Funds: 1A, 1B, 1C, 1D, 1E, 1F, 2A-1.3, 4A, 4B, 5A-5B, 5C, 5E, 5H, 5J-5M, 5O-5T, 6</p>			\$6,048.00
6300	220	<p>FICA (7.65% FICA) for WBL Specialist</p> <p>Narrative Section, CLNA Need and Priority#: Section 1, C iii, Need 2, Need 5; E ii, Need 2; F ii, Need 2, H ii, Need 4</p> <p>Program Number: 8301100,8723000,8212500,9200200,9001300,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500,8417140,8209600,8201600,8201400,8725000,8405100,8417170,8007300,8417000,8506400,8815100,8208300,8703100,8216100,8771101,9003400,9202100,8404100,9200500,8212300,8417210,9504200,8909000,9101000,8401000,8201500,9007500,9204400</p> <p>Section 135: Requirement for the Uses of Funds: 1A, 1B, 1C, 1D, 1E, 1F, 2A-1.3, 4A, 4B, 5A-5B, 5C, 5E, 5H, 5J-5M, 5O-5T, 6</p>			\$4,276.00
6300	230	<p>Life and Medical Insurance (.083 LI, \$8,537.40 pp MI) for WBL Specialist.</p> <p>Narrative Section, CLNA Need and Priority#: Section 1, C iii, Need 2, Need 5; E ii, Need 2; F ii, Need 2, H ii, Need 4</p> <p>Program Number: 8301100,8723000,8212500,9200200,9001300,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500,8417140,8209600,8201600,8201400,8725000,8405100,8417170,8007300,8417000,8506400,8815100,8208300,8703100,8216100,8771101,9003400,9202100,8404100,9200500,8212300,8417210,9504200,8909000,9101000,8401000,8201500,9007500,9204400</p> <p>Section 135: Requirement for the Uses of Funds: 1A, 1B, 1C, 1D, 1E, 1F, 2A-1.3, 4A, 4B, 5A-5B, 5C, 5E, 5H, 5J-5M, 5O-5T, 6</p>			\$8,583.00
6300	240	<p>Worker's Comp (0.558% for Workers' Comp) for WBL Specialist. Rounded up to \$34.</p> <p>Narrative Section, CLNA Need and Priority#: Section 1, C iii, Need 2, Need 5; E ii, Need 2; F ii, Need 2, H ii, Need 4</p> <p>Program Number: 8301100,8723000,8212500,9200200,9001300,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500,8417140,8209600,8201600,8201400,8725000,8405100,8417170,8007300,8417000,8506400,8815100,8208300,8703100,8216100,8771101,9003400,9202100,8404100,9200500,8212300,8417210,9504200,8909000,9101000,8401000,8201500,9007500,9204400</p> <p>Section 135: Requirement for the Uses of Funds: 1A, 1B, 1C, 1D, 1E, 1F, 2A-1.3, 4A, 4B, 5A-5B, 5C, 5E, 5H, 5J-5M, 5O-5T, 6</p>			\$34.00
5300	123	<p>Supplement Pay for CTSO MS and HS Sponsors. A portion of the supplement will be paid per union contract. Additional supplements are based on the results of the CLNA Needs and are in addition to the supplements provided by the union contract. Additional responsibilities, involving a defined program of work for CTE CTSO's will be required for the enhanced supplement. An MOU outlining the expectations for the additional supplement is included in the attachments section. Narrative Section, CLNA Need and Priority#: Section 1: C iii, Need 4, E ii, Need 2, F ii, Need 3, G ii, Need 3, H ii, Need 2, Need 3, I ii, Need 1</p> <p>Program Number: 8720300, 8209600, 8201600, 8301100, 8405100, 8401100, 9410100, 8417140, 8417170, 8417000, 8417210, 9001300, 8208300, 9007500, 9202100, 9204400, 9514000, 9504100, 9540700, 9504200</p> <p>Section 135: Requirement for the Uses of Funds: 1A, 1C-1F, 2A, 2B, 2D, 2E, 5E, 5G, 5J, 5L, 5O, 5Q</p>	0.50		\$31,956.00

6400	730	Professional Development - FACTE registration for Work-Based Learning Specialist and CTE teachers. FACTE registration will be paid prior to June 30, 2023. Narrative Section, CLNA Need and Priority#: Section 1: C iii, Need 2, Need 3, Need 5; E ii, Needs 1-3; F ii, Needs 1-4; G ii, Need 1; H ii, Need 3 Program Number: 8723000; 8212500; 9200200; 8401100; 9410100; 8101100; 9514000; 9504100; 9540700; 8720300; 8918000;8800500; 8417140; 8209600; 8725000; 8405100; 8417170; 8007300; 8417000; 8815100; 8208300; 8703100; 8506500; 8216100; 9202100; 8404100; 9200500; 8212300; 8417210; 9504200; 8401000; 8201500; 9007500; 9001100; 9204400 Section 135: Requirement for the Uses of Funds: 2A-2I			\$2,100.00
6400	332	Out of county travel for CTE teachers and WBL specialist. Estimate based on 8 people for 2 nights, hotel at \$150/night. Local rates will be utilized by most economical means available. All travel will take place prior to June 30, 2023. Narrative Section, CLNA Need and Priority#: Section 1: C iii, Need 2, Need 3, Need 5; E ii, Needs 1-3; F ii, Needs 1-4; G ii, Need 1; H ii, Need 3 Program Number: 8301100,8723000,8212500,9200200,9001300,8401100,9410100,8101100,9514000,9504100,9540700, 8720300,8918000,8800500,8417140,8209600,8201600,8201400,8725000,8405100,8417170,8007300, 8417000,8506400,8815100,8208300,8703100,8216100,8771101,9003400,9202100,8404100, 9200500,8212300,8417210,9504200,8909000,9101000,8401000,8201500,9007500,9204400, 8209100,8209200,8209310,9009200,8200520,8200210,8200211,8809200,8130300 Section 135: Requirement for the Uses of Funds: 2A-2I			\$2,400.00
5300	330	Out-of-County travel for Career & Technical Education teachers to travel with eligible CTSO students to compete in national CTSO competitions. This CTSO travel is an integral part of the curriculum and part of a larger program to serve special populations and non-traditional students. Travel will be reimbursed according to Brevard District out of county travel rates. All travel will take place prior to June 30, 2023. BPS travel procedures will be utilized for most economical means available. Narrative Section, CLNA Need and Priority#: Section 1: C iii, Need 4, E ii, Need 2, F ii, Need 3, G ii, Need 3, H ii, Need 2, Need 3, I ii, Need 1 Program Number: 8720300, 8209600, 8201600, 8301100, 8405100, 8401100, 9410100, 8417140, 8417170, 8417000, 8417210, 9001300, 8208300, 9007500, 9202100, 9204400, 9514000, 9504100, 9540700, 9504200 Section 135: Requirement for the Uses of Funds: 1A, 1C-1F, 2A, 2B, 2D, 2E, 5E, 5G, 5J, 5L, 5O, 5Q			\$14,500.00
5300	730	Dues and Fees for CTE teacher registrations for CTSO National Competitions. (25 CTE teacher registrations at \$116 per teacher). Registrations for each teacher will be paid prior to June 30, 2023. Narrative Section, CLNA Need and Priority#: Section 1: C iii, Need 4, E ii, Need 2, F ii, Need 3, G ii, Need 3, H ii, Need 2, Need 3, I ii, Need 1 Program Number: 8720300, 8209600, 8201600, 8301100, 8405100, 8401100, 9410100, 8417140, 8417170, 8417000, 8417210, 9001300, 8208300, 9007500, 9202100, 9204400, 9514000, 9504100, 9540700, 9504200 Section 135: Requirement for the Uses of Funds: 1A, 1C-1F, 2A, 2B, 2D, 2E, 5E, 5G, 5J, 5L, 5O, 5Q			\$2,900.00
5300	642	Capital Outlay- FF&E under \$5,000 for developing, implementing and/or improving sequential CTE programs and enhancing existing career and technical programs that link middle school with programs of study. Purchases will be completed prior to June 30, 2023. Projected purchases to include a refrigerator for Jefferson Middle, specialized culinary arts tables for Stone Middle. Narrative Section, CLNA Need and Priority#: Section 1: C iii, Need 1; E ii, Need 3; G ii, Need 2; H ii, Need 1 Program Number: 8800500, 8809200 Section 135: Requirement for the Uses of Funds: 1A, 1B, 1C, 1D, 1E, 1F, 3, 4A, 5A, 5B, 5D-5M, 5O-5T, 6			\$7,500.00
5300	642	Capital Outlay- FF&E under \$5,000 for developing, implementing and/or improving sequential CTE programs and enhancing existing career and technical programs that link high school with postsecondary career and technical education. Purchases will be completed prior to June 30, 2023. Projected purchases to include various mannequins for the EMR program at Melbourne High, stoves, microwaves, dishwashers for the Culinary Arts program at Titusville High, a flatbed scanner for the Game/Sim program at Palm Bay High, small equipment for the automotive programs at Eau Gallie and Heritage High, and a storage unit for the Early Childhood program at Palm Bay High. Narrative Section, CLNA Need and Priority#: Section 1: C iii, Need 1; E ii, Need 3; G ii, Need 2; H ii, Need 1 Program Number: 9504100, 8208300, 8405100, 8417170, 8800500 Section 135: Requirement for the Uses of Funds: 1B, 1C, 1D, 1E, 1F, 3, 4A, 5A-5T, 6			\$16,500.00
5300	140	Substitutes for CTE educators to attend CTE program improvement activities such as curriculum development workshops and program specific software/equipment training. (30 subs @ \$125/day) Narrative Section, CLNA Need and Priority#: Section 1: C iii, Need 2, Need 3, Need 5; E ii, Needs 1-3; F ii, Needs 1-4; G ii, Need 1; H ii, Need 3 Program Number: 8723000; 8212500; 9200200; 8401100; 9410100; 8101100; 9514000; 9504100; 9540700; 8720300; 8918000;8800500; 8417140; 8209600; 8725000; 8405100; 8417170; 8007300; 8417000; 8815100; 8208300; 8703100; 8506500; 8216100; 9202100; 8404100; 9200500; 8212300; 8417210; 9504200; 8401000; 8201500; 9007500; 9001100; 9204400 Section 135: Requirement for the Uses of Funds: 1C, 1D, 1E, 2A-2I,4B, 5A-G, 5K-M, 5R	0.05		\$3,750.00
5300	220	Social Security (7.65%) for Substitutes Narrative Section, CLNA Need and Priority#: Section 1: C iii, Need 2, Need 3, Need 5; E ii, Needs 1-3; F ii, Needs 1-4; G ii, Need 1; H ii, Need 3 Program Number: 8723000; 8212500; 9200200; 8401100; 9410100; 8101100; 9514000; 9504100; 9540700; 8720300; 8918000;8800500; 8417140; 8209600; 8725000; 8405100; 8417170; 8007300; 8417000; 8815100; 8208300; 8703100; 8506500; 8216100; 9202100; 8404100; 9200500; 8212300; 8417210; 9504200; 8401000; 8201500; 9007500; 9001100; 9204400 Section 135: Requirement for the Uses of Funds: 1C, 1D, 1E, 2A-2I,4B, 5A-G, 5K-M, 5R			\$287.00
5300	240	Workers Comp (0.558%) for Substitutes Narrative Section, CLNA Need and Priority#: Section 1: C iii, Need 2, Need 3, Need 5; E ii, Needs 1-3; F ii, Needs 1-4; G ii, Need 1; H ii, Need 3 Program Number: 8723000; 8212500; 9200200; 8401100; 9410100; 8101100; 9514000; 9504100; 9540700; 8720300; 8918000;8800500; 8417140; 8209600; 8725000; 8405100; 8417170; 8007300; 8417000; 8815100; 8208300; 8703100; 8506500; 8216100; 9202100; 8404100; 9200500; 8212300; 8417210; 9504200; 8401000; 8201500; 9007500; 9001100; 9204400 Section 135: Requirement for the Uses of Funds: 11C, 1D, 1E, 2A-2I,4B, 5A-G, 5K-M, 5R			\$21.00
5300	511	Supplies such as glucometers, stop the bleed kits, utensils and cookware, thermometers, pulse oximeter, suture kits, gas, and steel for Nursing, Dental Aide, Exercise Science, EMR, Culinary Arts, Automotive, Welding, Machining, and Construction programs. Purchases will be completed prior to June 30, 2023. Narrative Section, CLNA Need and Priority#: Section 1: C iii, Need 1 Program Number: 9504100, 8417140, 8417170, 8417000, 8417210, 8800500, 9202100, 9204400, 8720300 Section 135: Requirement for the Uses of Funds: 1B, 1D, 1E, 1F, 2B- I,3, 4A, 5A-5H, 5J-5M, 5O-5T, 6			\$8,204.00
7200	798	Indirect Costs @ 3.81%			\$12,917.00
5900	394	Distribution to Charter Schools - See attached Supplemental budget for Odyssey Charter School Narrative Section, CLNA Need and Priority#: Section 1: C iii, Need 1 Program Number: 9504100, 8417140, 8417170, 8417000, 8417210, 8800500, 9202100, 9204400, 8720300 Section 135: Requirement for the Uses of Funds: 1B, 1D, 1E, 1F, 2B- I,3, 4A, 5A-5H, 5J-5M, 5O-5T, 6			\$1,535.00

		<b>D) TOTAL</b>	<b>\$743,799.00</b>
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DOE 101 - Print version

March 2021

**ODYSSEY CHARTER SCHOOL DISTRIBUTION BUDGET  
FLORIDA DEPARTMENT OF EDUCATION**

A) Name of Eligible Recipient/Fiscal Agent: **Brevard Public Schools**

Brevard Public Schools

B) DOE Assigned Project Number:

C) TAPS Number:

**23B004**

(1)	(2)	(3)	(4)	(5)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT
6500	369	Odyssey Charter School -Learnkey Training for ACA - 30 Seat/300 Users Narrative Section, CLNA Need and Priority#: Section 1: C iii, Need 1 Program Number: 9504100, 8417140, 8417170, 8417000, 8417210, 8800500, 9202100, 9204400, 8720300 Section 135: Requirement for the Uses of Funds: 1B, 1D, 1E, 1F, 2B-1, 3, 4A, 5A-5H, 5J-5M, 5O-5T, 6		\$1,535.00
<b>D) TOTAL</b>				<b>\$1,535.00</b>



Florida Department of Education  
 Division of Career and Adult Education  
 Perkins V  
**PROJECTED EQUIPMENT PURCHASES FORM**

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

A) Brevard Public Schools  
 Name of Eligible Recipient

TAPS NUMBER: 23B004
------------------------

B) 050-1613B-3CS01  
 Project Number (DOE USE ONLY)

Agencies are accountable for all equipment purchased using grant funds.

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

ITEM #	FUNCTION CODE	OBJECT CODE	ACCOUNT TITLE	DESCRIPTION	SCHOOL / PROGRAM	NUMBER OF ITEMS	ITEM COST (\$)	TOTAL AMOUNT (\$)
	A	B	C	D	E	F	G	H
1	5300	641	FF&E over \$5k	Commercial Freezer	Culinary/Melbourne	1	\$ 6,600.00	\$ 6,600.00
2	5300	641	FF&E over \$5k	AC system trainer	Automotive/Heritage	1	\$ 15,056.00	\$ 15,056.00
3	5300	641	FF&E over \$5k	AC system trainer	Automotive/Eau Gallie	1	\$ 15,056.00	\$ 15,056.00
4	5300	641	FF&E over \$5k	Table Top Tire Changer	Automotive/Satellite	1	\$ 6,334.00	\$ 6,334.00
5	5300	641	FF&E over \$5k	Table Top Tire Changer	Automotive/Rockledge	1	\$ 6,334.00	\$ 6,334.00
6	5300	641	FF&E over \$5k	Balancer	Automotive/Rockledge	1	\$ 7,907.00	\$ 7,907.00
7	5300	643	FF&E technology over \$5k	911 simulators	911/Titusville	1	\$ 34,992.00	\$ 34,992.00
8	5300	643	FF&E technology over \$5k	911 simulators	Criminal Justice/Rockledge	1	\$ 34,992.00	\$ 34,992.00
9	5300	643	FF&E technology over \$5k	911 simulators	Criminal Justice/Palm Bay	1	\$ 34,992.00	\$ 34,992.00

**Inventory Guidelines**

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

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

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

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



<b>SCHOOL BOARD OF BREVARD COUNTY, FLORIDA          OUT-OF-COUNTY TRAVEL REQUEST FORM          PRE-APPROVAL FORM FOR ESTIMATED EXPENSES IN ADVANCE OF ACTUAL TRAVEL</b>	<b>FOR TRAVEL DURING          CALENDAR YEAR          2022 (Jul-Dec)</b>
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Brevard Name: _____ Title: _____	Employee ID: 100	Employee's Home Base (site number and name): Site Number: _____ Site Name: _____	Travel Method: <input type="checkbox"/> Car Pool <input type="checkbox"/> County Vehicle <input type="checkbox"/> Personal Vehicle <input type="checkbox"/> Rental Vehicle <input type="checkbox"/> Airline <input type="checkbox"/> Other: _____						
Purpose of Trip: _____ <i>Enter One; Prof Dev, Representing District, Presenting Info, Student Event, LOD, or Other</i>		Trip: From: _____ To: _____							
Name and Location of Conference or Event: _____		<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width: 15%;">Dates</th> <th style="width: 15%;">Times</th> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </table>		Dates	Times				
Dates	Times								

**ESTIMATED EXPENSES AND FUNDING SOURCE**

**SELECT ONE:**  
  *These expenses will be paid entirely by the District.*  
  *These expenses will be paid/reimbursed in whole or in part by another entity.*

Total Miles	0.00	(round trip total with personal vehicle)	Est. Mileage (at \$0.625 per mile)	\$ -
-------------	------	--	------------------------------------	------

Lodging	\$ -	Taxi	\$ -	Lunch	\$ -	
Per Diem	\$ -	Registration	\$ -	Dinner	\$ -	
Airfare	\$ -	Tolls/Parking	\$ -	Other	\$ -	
Car Rental	\$ -	Breakfast	\$ -			

Total Est. Expenses    \$ -  
 Total Est. Mileage and Est. Expenses    \$ -

Fund	Site #	Project	Function	Object	Program	Available Budget
						\$ -
						\$ -

Less: Est. Amt Paid/Reimb  
 by Other Entities  
 (enter as a positive amt)    \$ -

Less: Est. Pcard/PO Amt  
 Paid by Brevard Schools  
 (enter as a positive amt)    \$ -

**TOTAL EST. REIMB DUE  
 TO EMPLOYEE**    \$ -

**Describe the benefit the District will receive from your attendance at this event:**

*I certify that the above is a true and correct statement of estimated travel expenses incurred in the conduct of School Board business for a public purpose authorized by law; that travel is based on the most economical method of travel and lodging; and that actual expenditures to be paid or reimbursed by another entity have been disclosed on this form.*

Traveler's Signature _____	Date _____	Approver's Signature (Principal, Director, or above) _____	Date _____
Print or Type - Traveler's Name		Print or Type - Approver's Name AND Title	

**SCHOOL BOARD OF BREVARD COUNTY, FLORIDA  
OUT-OF-COUNTY TRAVEL REQUEST FORM  
PRE-APPROVAL FORM FOR ESTIMATED EXPENSES IN ADVANCE OF ACTUAL TRAVEL**

**FOR TRAVEL DURING  
CALENDAR YEAR  
2022 (Jul-Dec)**

**Instructions for  
Out-of-County Line of Duty Request Form  
Pre-Approval Form for Estimated Expenses in Advance of Actual Travel  
updated 06/14/22**

Traveler's Name: Name: (1) Title: (1)		Employee ID: 100 (2)	Employee's Home Base (school or dept): Site Number: (3) Site Name: (3)	Travel Method: (9) <input type="checkbox"/> Car Pool <input type="checkbox"/> County Vehicle <input type="checkbox"/> Personal Vehicle <input type="checkbox"/> Rental Vehicle <input type="checkbox"/> Airline <input type="checkbox"/> Other: (9)
Purpose of Trip: (4) <i>Enter One, Prof Dev, Representing District, Presenting Info, Student Event, LOD, or Other</i>		Trip: From: (6)      Dates: (6)      Times: (7) To: (6)      (7)		
Name and Location of Conference or Event: (5)				

**Trip Information**

- (1) Enter the traveler's full name and job title
- (2) Enter the last five digits of the traveler's employee ID
- (3) Enter the site number and site name of the traveler's home base
- (4) Enter one of the options that best describes the type of trip the traveler is taking
- (5) Enter the name and location of the conference, seminar, meeting, or event being attended
- (6) Enter the first and last date of the trip
- (7) Enter the time of departure on the first day and time of arrival on the last day of the trip
- (8) Check applicable boxes identifying the travel method
- (9) If "Other" is checked, enter a description

**ESTIMATED EXPENSES AND FUNDING SOURCE**

(10) SELECT ONE: <input type="radio"/> These expenses will be paid entirely by the District. <input type="radio"/> These expenses will be paid/reimbursed in whole or in part by another entity.				
Total Miles (11)	(round trip total with personal vehicle)	Est. Mileage (at \$0.625 per mile)	\$	-
Lodging (12)	Taxi (16)	Lunch (20)		
Per Diem (13)	Registration (17)	Dinner (21)		
Airfare (14)	Tolls/Parking (18)	Other (22)		
Car Rental (15)	Breakfast (19)	Total Est. Expenses	\$	-
Total Est. Mileage and Est. Expenses			\$	-

**Estimated Expenses**

- (10) Select the option that best describes how the travel expenses will be paid
- (11) Enter the total estimated miles driven in a **personal vehicle** during the entire trip
- (12) Enter the total estimated lodging expenses for the entire trip **OR** use (13)
- (13) Enter the total estimated per diem amt for the entire trip at \$20/qtr for each day per diem is allotted (12a-6a; 6a-12p; 12p-6p; 6p-12a)  
**Per Diem cannot be used if traveler is not staying overnight**
- (14) Enter the total estimated airfare expenses for the entire trip
- (15) Enter the total estimated car rental expenses for the entire trip
- (16) Enter the total estimated taxi expenses for the entire trip
- (17) Enter the total estimated registration expenses for the entire trip
- (18) Enter the total estimated tolls/parking expenses for the entire trip
- (19) Enter the total estimated breakfast expenses for the entire trip (at \$6 each)
- (20) Enter the total estimated lunch expenses for the entire trip (at \$11 each)
- (21) Enter the total estimated dinner expenses for the entire trip (at \$19 each)
- (22) Enter the total estimated other expenses for the entire trip
- (23) Enter, as a positive number, the total estimated expenses to be paid via another entity (NOT Brevard Public Schools) - including costs "eaten by" the traveler
- (24) Enter, as a positive number, the total estimated expenses to be paid via a district p-card or PO

meals are n/a if using per diem OR if returning (or can return) within the same day (Travel C)

Fund	Site #	Project	Function	Object	Program	Available Budget	Less: Est. Amt Paid/Reimb by Other Entities (enter as a positive amt)
(25)	(26)	(27)	(28)	(29)	(30)	(31)	(23)
(32)	(33)	(34)	(35)	(36)	(37)	(38)	(24)

**Funding Source**

- (25) Enter the fund in which the trip is budgeted and will be charged
- (26) Enter the site # in which the trip is budgeted and will be charged
- (27) Enter the project in which the trip is budgeted and will be charged
- (28) Enter the function in which the trip is budgeted and will be charged
- (29) Enter the object in which the trip is budgeted and will be charged. Select from:  
332: Out-of-County    333: Out-of-State    737: Dues and Fees
- (30) Enter the program in which the trip is budgeted and will be charged
- (31) Enter the total available budget within the string that has been designated for this trip  
**Complete (32) through (38) only if charging expenditures to more than one string**
- (32) Enter the fund in which the trip is budgeted and will be charged
- (33) Enter the site # in which the trip is budgeted and will be charged
- (34) Enter the project in which the trip is budgeted and will be charged
- (35) Enter the function in which the trip is budgeted and will be charged
- (36) Enter the object in which the trip is budgeted and will be charged. Select from:  
332: Out-of-County    333: Out-of-State    737: Dues and Fees
- (37) Enter the program in which the trip is budgeted and will be charged
- (38) Enter the total available budget within the string that has been designated for this trip

Describe the benefit the District will receive from your attendance at this event:  
(39)

*I certify that the above is a true and correct statement of estimated travel expenses incurred in the conduct of School Board business for a public purpose authorized by law; that travel is based on the most economical method of travel and lodging; and that actual expenditures to be paid or reimbursed by another entity have been disclosed on this form.*

Traveler's Signature (41)	Date (40)	Approver's Signature (Principal, Director, or above) (43)	Date (42)
Print or Type - Traveler's Name		Print or Type - Approver's Name AND Title	

**District Benefit and Signatures**

- (39) Enter the benefit the District will receive from attending the conference or event
- (40) Enter the date the traveler will sign the printed form or leave blank to be written in
- (41) Enter the traveler's full name
- (42) Enter the date the approver will sign the printed form or leave blank to be written in
- (43) Enter the approver's full name and title

**SCHOOL BOARD OF BREVARD COUNTY, FLORIDA  
OUT-OF-COUNTY TRAVEL REQUEST FORM  
APPROVAL FORM FOR ACTUAL EXPENSES AFTER TRAVEL TAKES PLACE**

**FOR TRAVEL DURING  
CALENDAR YEAR  
2022 (Jul-Dec)**

Traveler's Name: Name: 0 Title: 0		Employee ID: 100 0	Employee's Home Base (school or dept): Site Number: 0000 Site Name: 0		Travel Method: <input type="checkbox"/> Car Pool <input type="checkbox"/> County Vehicle <input type="checkbox"/> Personal Vehicle <input type="checkbox"/> Rental Vehicle <input type="checkbox"/> Airline <input type="checkbox"/> Other: _____
Traveler's Residence: Street: _____ City: _____ State: _____ Zip: _____					
Purpose of Trip: _____ <i>Enter One: Prof Dev, Representing District, Presenting Info, Student Event, LOD, or Other</i>			Trip: Dates Times From: _____ To: _____		
Name and Location of Conference or Event: 0					

**ACTUAL EXPENSES AND FUNDING SOURCE**

**SELECT ONE:**  These expenses will be paid entirely by the District.  These expenses will be paid/reimbursed in whole or in part by another entity.

Mileage Itinerary (personal vehicle): <b>ATTACH PRINTOUT OF MILEAGE PER MAP QUEST OR EQUIVALENT</b>					Total Miles	Total Actual Miles @ \$0.625 per mile	
Date	Depart Time	From	Arrival Time	To			0.00
							0.00
							0.00
					A	\$ -	

Dates	Day of the Week							TOTAL
	Sun	Mon	Tues	Wed	Thur	Fri	Sat	
*Lodging <input type="checkbox"/> Pcard/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	B \$ -
Per Diem (up to \$80/day in lieu of lodging) <input type="checkbox"/> Reimb	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	C \$ -
*Airfare <input type="checkbox"/> Pcard/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	D \$ -
*Car Rental <input type="checkbox"/> Pcard/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	E \$ -
*Taxi <input type="checkbox"/> Pcard/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	F \$ -
*Registration <input type="checkbox"/> Pcard/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	G \$ -
*Tolls/Parking <input type="checkbox"/> Pcard/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	H \$ -
Bkfst (\$6 ea) <input type="checkbox"/> Pcard/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	I \$ -
Lunch (\$11 ea) <input type="checkbox"/> Pcard/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	J \$ -
Dinner (\$19 ea) <input type="checkbox"/> Pcard/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	K \$ -
*Other <input type="checkbox"/> Pcard/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	L \$ -

\*Receipts Required For Reimbursement If Expense Was Paid By Traveler

Total Actual Expenses (A-L)	\$ -	
Less: Actual Amount Paid/Reimb by Other Entities	\$ -	enter as a positive amt
Less: Actual Pcard/PO Amount Paid by Brevard Schools	\$ -	enter as a positive amt
<b>TOTAL REIMBURSEMENT DUE TO EMPLOYEE</b>	\$ -	

**AGENDA MUST ALSO BE ATTACHED**

Check here if no agenda was provided to attendees of the conference/event

Fund	Site #	Project	Function	Object	Program	Reimb Amt Per String	Total Cost All Strings	Diff Vs. Total Est Reimb (MUST BE ZERO)
000	0000	000000	0000	000	000	\$ -	\$ -	\$ -
000	0000	000000	0000	000	000	\$ -	\$ -	\$ -

Comparison by Category	Lodging or Per Diem	Airfare	Car/Taxi	Meals	All Other	Total	Mileage
Original Estimate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Final Actual Cost	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Actual is (Over)/Under Est. \$	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Actual is (Over)/Under Est. % ***	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

\*\*\* Include justification below for EACH category that exceeded 5% of the original estimate (cells will automatically highlight if they exceed 5%).

School/Department Contact Person for Questions Regarding this Form:

Name: \_\_\_\_\_ Email: \_\_\_\_\_ Phone #: \_\_\_\_\_

I certify that the above is a true and correct statement of estimated travel expenses incurred in the conduct of School Board business for a public purpose authorized by law; that travel is based on the most economical method of travel and lodging; and that actual expenditures to be paid or reimbursed by another entity have been disclosed on this form.

Traveler's Signature _____	Date _____	Approver's Signature (Principal, Director, or above) _____	Date _____
Print or Type - Traveler's Name _____		Print or Type - Approver's Name AND Title _____	

**SCHOOL BOARD OF BREVARD COUNTY, FLORIDA  
OUT-OF-COUNTY LINE OF DUTY REQUEST FORM  
APPROVAL FORM FOR ACTUAL EXPENSES AFTER TRAVEL TAKES PLACE**

**FOR TRAVEL DURING  
CALENDAR YEAR 2022  
(Jul-Dec)**

Traveler's Name: Name: (1) Title: (1)	Employee ID: 100 (2)	Employee's Home Base (school or dept): Site Number: (3) Site Name: (3)	Travel Method: (12) <input type="checkbox"/> Car Pool <input type="checkbox"/> County Vehicle <input type="checkbox"/> Personal Vehicle <input type="checkbox"/> Rental Vehicle <input type="checkbox"/> Airline <input type="checkbox"/> Other: (13)
Traveler's Residence: Street: (4) City: (5) State: (6) Zip: (7)		Purpose of Trip: (8) <i>Enter One: Prof Dev, Representing District, Presenting Info, Student Event, LOD, or Other</i>	
Name and Location of Conference or Event: (9)		Trip Dates: From: (10) To: (10)	Times: (11) (11)

**ACTUAL EXPENSES AND FUNDING SOURCE**

(14) SELECT ONE:  These expenses will be paid entirely by the District.  These expenses will be paid/reimbursed in whole or in part by another entity.

Mileage Itinerary (personal vehicle): ATTACH PRINTOUT OF MILEAGE PER MAP OR EQUIVALENT	Total Miles:	Total Actual Miles: @ \$0.625 per mile
Date: (15) Depart Time: (16) From: (17) Arrived Time: (18) To: (19)	(20)	(20)
(15) (16) (17) (18) (19)	(20)	(20)
(15) (16) (17) (18) (19)	(20)	(20)

Dates	(21)	(21)	(21)	(21)	(21)	(21)	(21)
Day of the Week	Sun	Mon	Tues	Wed	Thur	Fri	Sat
* Lodging <input type="checkbox"/> Paid/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb (22)	(22)	(22)	(22)	(22)	(22)	(22)	(22)
Per Diem (up to \$80/day in lieu of lodging) <input type="checkbox"/> Reimb (23)	(23)	(23)	(23)	(23)	(23)	(23)	(23)
* Airfare <input type="checkbox"/> Paid/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb (24)	(24)	(24)	(24)	(24)	(24)	(24)	(24)
* Car Rental <input type="checkbox"/> Paid/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb (25)	(25)	(25)	(25)	(25)	(25)	(25)	(25)
* Taxi <input type="checkbox"/> Paid/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb (26)	(26)	(26)	(26)	(26)	(26)	(26)	(26)
* Registration <input type="checkbox"/> Paid/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb (27)	(27)	(27)	(27)	(27)	(27)	(27)	(27)
* Tolls/Parking <input type="checkbox"/> Paid/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb (28)	(28)	(28)	(28)	(28)	(28)	(28)	(28)
Bkfst (\$6 ea) <input type="checkbox"/> Paid/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb (29)	(29)	(29)	(29)	(29)	(29)	(29)	(29)
Lunch (\$11 ea) <input type="checkbox"/> Paid/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb (29)	(29)	(29)	(29)	(29)	(29)	(29)	(29)
Dinner (\$19 ea) <input type="checkbox"/> Paid/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb (29)	(29)	(29)	(29)	(29)	(29)	(29)	(29)
* Other <input type="checkbox"/> Paid/PO <input type="checkbox"/> Other <input type="checkbox"/> Reimb (30)	(30)	(30)	(30)	(30)	(30)	(30)	(30)

\*Receipts Required For Reimbursement If Expense Was Paid By Traveler

Total Actual Expenses: (A1) \$ -

Less: Actual Amount Paid/Reimb by Other Entities (31)

Less: Actual Paid/PO Amount Paid by Brevard Schools (32)

TOTAL REIMBURSEMENT DUE TO EMPLOYEE \$ -

(33)  Check here if no agenda was provided to attendees of the conference/event

Fund	Site #	Project	Function	Object	Program	Reimb Amt Per Shing	Total Cost A+B Shing	DMP% Total Est Reimb (MULTI BY .25-30%)
(34)	(35)	(36)	(37)	(38)	(39)	(40)	(41)	(42)
(41)	(42)	(43)	(44)	(45)	(46)	(47)	(48a)	(48b)

Comparison by Category	Lodging or Per Diem	Airfare	Car/Taxi	Meals	All Other	Total	Mileage
Original Estimate	(49)	(50)	(51)	(52)	(53)	(54)	(54)
Final Actual Cost	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Actual is (Over)/Under Est. \$	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Actual is (Over)/Under Est. % ***	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

\*\*\* Include justification below for EACH category that exceeded 5% of the original estimate (cells will automatically highlight if they exceed 5%).

(55)

School/Department Contact Person for Questions Regarding this Form:

Name: (56) Email: (57) Phone #: (58)

I certify that the above is a true and correct statement of estimated travel expenses incurred in the conduct of School Board business for a public purpose authorized by law; that travel is based on the most economical method of travel and lodging; and that actual expenditures to be paid or reimbursed by another entity have been disclosed on this form.

Traveler's Signature (59)	Date (60)	Approver's Signature (Principal, Director, or above) (61)	Date (62)
Print or Type - Traveler's Name (60)		Print or Type - Approver's Name AND Title (62)	

Signed Pre-Approval authorization must be attached to this completed form when submitting to Accounting Services.

Revised 06/14/22 For Calendar Year 2022 - Beginning July 1, 2022

**Instructions for  
Out-of-County Line of Duty Request Form**

**Approval Form for Actual Expenses After Travel Takes Place  
updated 06/14/22**

**Trip Information**

- (1) Enter the traveler's full name and job title
- (2) Enter the last five digits of the traveler's employee ID
- (3) Enter the site number and site name of the traveler's home base
- (4) Enter the street address of the traveler's residence
- (5) Enter the city of the traveler's residence
- (6) Enter the state of the traveler's residence
- (7) Enter the zip code of the traveler's residence
- (8) Enter one of the options that best describes the type of trip the traveler is taking
- (9) Enter the name and location of the conference, seminar, meeting, or event being attended
- (10) Enter the first and last date of the trip
- (11) Enter the time of departure on the first day and time of arrival on the last day of the trip
- (12) Check applicable boxes identifying the travel method
- (13) If "Other" is checked, enter a description

**Actual Expenses**

- (14) Select the option that best describes how the travel expenses will be paid
- Complete (15) through (20) only if a personal vehicle was used**
- (15) Enter the date the traveler drove his/her personal vehicle during the trip
- (16) Enter the time of departure
- (17) Enter the place/city and/or street address from which the traveler began the trip
- (18) Enter the time of arrival
- (19) Enter the place of the traveler's destination
- (20) Enter the total miles driven
- (21) Enter the date for each day of the trip
- (22) **FIRST, check the box** that indicates how lodging expenses were/will be paid, then fill in the amount spent on lodging for each day\* **OR** use (23)
- (23) **FIRST, check the box** that indicates per diem will be reimbursed (in lieu of lodging AND meals) **THEN** fill in \$20/qtr for each day per diem is allotted (12a-6a; 6a-12p; 12p-6p; 6p-12a)  
**Per diem cannot be used if traveler is not staying overnight**
- (24) **FIRST, check the box** that indicates how airfare was/will be paid, **THEN** fill in the amount spent on airfare for each day\*
- (25) **FIRST, check the box** that indicates how car rental expenses were/will be paid, **THEN** fill in the amount spent on car rental for each day\*
- (26) **FIRST, check the box** that indicates how taxi/shuttle/transport fees were/will be paid, **THEN** fill in the amount spent on taxi/shuttle, etc. for each day\*
- (27) **FIRST, check the box** that indicates how event registration fees were/will be paid, **THEN** fill in the amount spent on registration for each day\*
- (28) **FIRST, check the box** that indicates how tolls and/or parking were/will be paid, **THEN** fill in the amount spent on tolls/parking for each day\*
- (29) **FIRST, check the box** that indicates how meals were/will be paid, **THEN** enter the amount for reimbursable meals using the following guidelines:  
Breakfast - \$6 each - When travel begins before 6:00 AM and extends beyond 8:00 AM  
Lunch - \$11 each - When travel begins before 12:00 PM (noon) and extends beyond 2:00 PM  
Dinner - \$19 each - When travel begins before 6:00 PM and extends beyond 8:00 PM
- (30) **FIRST, check the box** that indicates how other incidental expenses were/will be paid, **THEN** fill in the amount spent on other expenses for each day\*

meals are n/a if using per diem OR if returning (or can return) within the same day (Travel C)

**\*ITEMS MARKED WITH AN ASTERISK (\*) REQUIRE RECEIPTS FOR REIMBURSEMENT IF EXPENSE WAS PAID BY TRAVELER.**

- (31) Enter, as a positive number, the total expenses paid via another entity (NOT Brevard Schools) - including costs "eaten by" the traveler
- (32) Enter, as a positive number, the total expenses paid via a district p-card or PO

**Out-of-County Line of Duty Request Form**  
**Approval Form for Actual Expenses After Travel Takes Place**  
**updated 06/14/22**

**Agenda**

(33) Check the box if no agenda was provided to attendees for the conference/event

**Funding Source**

(34) Enter the fund in which the trip is budgeted and will be charged

(35) Enter the site # in which the trip is budgeted and will be charged

(36) Enter the project in which the trip is budgeted and will be charged

(37) Enter the function in which the trip is budgeted and will be charged

(38) Enter the object in which the trip is budgeted and will be charged. Select from:

332: Out-of-County    333: Out-of-State    737: Dues and Fees

(39) Enter the program in which the trip is budgeted and will be charged

(40) Enter the amount to posted against the string indentified in (34) through (39)

**Complete (41) through (47) only if charging expenditures to more than one string**

(41) Enter the fund in which the trip is budgeted and will be charged

(42) Enter the site # in which the trip is budgeted and will be charged

(43) Enter the project in which the trip is budgeted and will be charged

(44) Enter the function in which the trip is budgeted and will be charged

(45) Enter the object in which the trip is budgeted and will be charged. Select from:

332: Out-of-County    333: Out-of-State    737: Dues and Fees

(46) Enter the program in which the trip is budgeted and will be charged

(47) Enter the amount to posted against the string indentified in (41) through (46)

(48) (48a) should match the "TOTAL REIMBURSEMENT DUE TO EMPLOYEE" amount and (48b) must be 0.00; adjust (40) and (47) as needed until (48a) and (48b) are correct

(49) Enter the Lodging or Per Diem estimate used on the Pre-Approval form

(50) Enter the Airfare estimate used on the Pre-Approval form

(51) Enter the sum of the Car Rental and Taxi estimates used on the Pre-Approval form

(52) Enter the sum of the Breakfast, Lunch, and Dinner estimates used on the Pre-Approval form

(53) Enter the sum of the Registration, Tolls/Parking, and Other estimates used on the Pre-Approval form

(54) Enter the \$ amount of the Mileage estimate used on the Pre-Approval form

**Justification**

(55) If the "Final Actual Cost" exceeds the "Original Estimate" the % will automatically highlight. For each cell that is highlighted, enter a justification for why the actual exceeded the estimate.

**School/Department Contact Person:** List the person at your site who answers questions about travel reimbursements

(56) Enter the contact person's full name

(57) Enter the contact person's email address

(58) Enter the contact person's phone number

**Signatures**

(59) Enter the date the traveler signs the form (or leave blank to write in later)

(60) Enter the traveler's full name

(61) Enter the date the approver signs the form (or leave blank to write in later)

(62) Enter the approver's full name and job title





# **OUT-OF-COUNTY TRAVEL PROCEDURES**

## **Accounting Services**

Updated April 2021

# ACCOUNTING SERVICES TRAVEL STAFF

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## OVERVIEW

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

## MOST ECONOMICAL MEANS OF TRAVEL

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

## MOST ECONOMICAL MEANS OF TRAVEL (CONTINUED)

- The most economical means of travel also applies to hotel rooms and the type of airline ticket purchased. The following are examples that would not be the most economical:
  - Hotel room upgrades that are above standard rates.
  - Hotel rooms with added costs for meals or use of amenities.
    - Like \$25 more per night so all room guests get free breakfast, but there is only one guest and our reimbursement rate for breakfast is only \$6.
  - Airline tickets that are above standard rates.
  - Additional baggage charges for air travel.
    - Charges for 1 bag per traveler is allowed. Additional baggage would need to be justified (band teacher traveling with a cello).

## USING THIRD-PARTY COMPANIES

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

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

## “OTHER ENTITY”

- On the Out-of-County Travel Pre-Approval Form and Out-of-County Travel Approval Form, “Other Entity” means an entity other than Brevard County School District.
- “Other Entity” examples include:
  - The traveler agreed to “eat” a portion of the cost.
  - The FLDOE/FAMIS etc. is paying a portion of the cost.
    - Both examples are entered in the “Other Entity” field of the form.
- The following are not “Other Entity” funds:
  - Grant money (fund 100 grants or fund 42x grants).
  - Internal accounts money (fund 800).
    - These costs are all considered District funds.

## PER DIEM

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



# MEAL REIMBURSEMENTS

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

## MEAL REIMBURSEMENT (CONTINUED)

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

## USING A PURCHASING CARD (P-CARD)

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

## COMMON MISTAKES: OUT-OF-COUNTY TRAVEL FORMS

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

## PRE-TRAVEL CHECKLIST FOR OUT-OF-COUNTY TRAVEL

- Complete the *Out-of-County Travel Pre-Approval Form* (page 1) and obtain signature approval.
  - Keep the form on file to be provided with final reimbursement request.
- The approver must be the Principal, Director or cabinet member. The approver cannot be the traveler.
- Make travel arrangements using PO or P-card.
- While traveling:
  - Keep note of date/time of each departure/arrival.
  - Retain copies of all original receipts (except meals).
- Retain copy of agenda to be provided with final reimbursement request.

## POST-TRAVEL CHECKLIST FOR OUT-OF-COUNTY TRAVEL

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

# SUBMITTING TRAVEL FORMS

- When there is no reimbursement due to the employee, the travel form is still required, but it is kept on file at your site.
- If there is a reimbursement due to the employee from District funds:
  - Originals with supporting documents are forwarded to Ann Routhier in Accounting Services.
- If there is a Reimbursement due to the employee from Internal funds:
  - The travel form is still required.
  - Originals with supporting documents are forwarded to your assigned AP Specialist (Cathy Butler or Rachael Case) in Accounting Services.



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

THEN...

**Q**uestions  
&  
**A**nswers