



FLORIDA DEPARTMENT OF EDUCATION

Request for Application (RFA)

Bureau / Office

Student Achievement through Language Acquisition/ K-12 Public Schools

Program Name

Supplementary Instructional Support for English Language Learners

Specific Funding Authority (ies)

CFDA #84.365A, Public Law 107-110, No Child Left Behind (NCLB) Act 2001, Title III, Part A, English Language Acquisition, Language Enhancement and Academic Achievement Act

Funding Purpose/Priorities

To improve the education of English Language Learners (ELLs) by increasing their English language proficiency and ability to meet the same challenging State academic content and student academic standards as all children are expected to meet.

Type of Award

Entitlement

Total Funding Amount

Preliminary amount: Preliminary amount: \$31,251,454. The total amount used for the formula in this RFA is an estimate and could change based upon the final federal funding that DOE receives

Budget Period

July 1, 2011 through June 30, 2012

(The effective date is the date the DOE 100A with original signature of the Superintendent is received by the Bureau of Grants Management or the date of receipt by FDOE of the Federal Grant Award Notification, whichever is later.)

Program Performance Period

July 1, 2011 through June 30, 2012

Target Population

English language learners (ELLs) in Grades K-12

Eligible Applicant(s)

Local Educational Agencies (LEAs) whose ELL count equates to an allocation of \$10,000 or more are eligible to be funded under Title III of NCLB.

Application Due Date

On or before June 30, 2011

The due date is the date of receipt of the district application *in Grants Management*. For Federal programs, the project effective date is the date that the application is received within DOE meeting conditions for acceptance, or the date of receipt of the Federal Award Notification, whichever is later. For State programs, the project effective date will be no earlier than the effective date of the legislative appropriation, usually July 1. The ending date can be no later than June 30, of the fiscal year unless otherwise specified in statute or proviso.

Contact Persons

Technical Support for On-line Application: Felicia Elliott, Director, Office of Federal Programs, by phone at (850) 245-0093, or via e-mail at felicia.elliott@fldoe.org.

Project Application Support: Lori Rodriguez, Bureau Chief, Academic Achievement through Language Acquisition (SALA), by phone at (850) 245-0417, or via e-mail at lori.rodriguez@fldoe.org.

FDOE Grants Management: Office of Grants Management, (850) 245-0496.

Assurances

The Department of Education has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- **34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;**
- **applicable regulations of other Federal agencies; and**
- **State regulations and laws pertaining to the expenditure of state funds.**

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.fldoe.org/comptroller/gbook.asp>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law,

or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

No Child Left Behind Assurances (Applicable to All Funded Programs)

By my signature on this application, I hereby certify that the _____ District will comply with the following requirements of the No Child Left Behind Act of 2001:

The LEA assures that, under Section 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.

The LEA assures that, under Section 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

The LEA hereby assures that, under Section 9532, if the state of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

Program Specific Assurances

School districts are required to submit additional assurances under Title III, No Child Left Behind (NCLB), as part of the on-line application. Signature of the Superintendent on the Project Application (DOE 100A) includes certification that LEA will also abide by additional assurances.

Funding Method:

CARDS - Cash Advance and Reporting of Disbursements System – Web-Based Reporting required monthly to record expenditures.

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the CARDS - Cash Advance and Reporting of Disbursements System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution on the CARDS System.

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

SCHOOL DISTRICTS RECEIVING FUNDS UNDER TITLE III, NO CHILD LEFT BEHIND MAY NOT USE MORE THAN TWO PERCENT (2%) INCLUDING SALARIES, OF SUCH FUNDS, FOR THE COST OF ADMINISTERING AND IMPLEMENTING THIS PROGRAM.

How is the 2% administrative cost calculated for budget purposes?

For school districts, take the amount available to earn indirect costs and subtract excluded costs (capital outlay—600 object codes, flow-through and sub-contracts). This is the net amount available for both indirect and direct costs. Divide the net amount by the applicable approved indirect cost rate

plus 100% which will give the direct cost. Subtract the direct cost amount from the net amount available to get the indirect cost amount for the budget.

Example:

Project Amount	\$ 545,000
Less: excluded cost (600 object codes)	\$1,445
Net amount for direct and indirect cost	\$543,555
Divide net amount by 1.02 (combined percentage of 100 percent plus the applicable indirect cost rate percentage)	$\$543,555 / 1.02 = \$532,897$
Subtract this amount from the net amount	$\$543,555 - \$532,897 =$
Equals the administrative cost dollar amount	\$10,658

Personal digital assistants (PDAs) such as cell phones and blackberries can no longer be purchased with project funds, including the costs to support such devices.

NARRATIVE SECTION

Project Design-Narrative

Applicants are required to submit all program/project design sections included in the on-line application. The project design must address the following activities and must clearly document that the proposed activities are supplementary and do not supplant existing state and local district-funded activities and required services. The following sections must be addressed:

- Needs Assessment
- Activities
- Support for Reading/Strategic Imperatives
- Supplementary Instructional Services to Increase English Proficiency of ELLs
- Instructional Services to Increase the Academic Achievement of Current and Former ELLs
- Optional District-derived goal
- Increasing Supplemental Professional Development Activities
- Increasing Parental and Community Participation in the Educational Experience of ELLs
- Consultation with Private Schools (Equitable Services for Private School Participation)
- Collaborative Partners
- Accountability for schools with ELLs
- Dissemination/Marketing
- Reporting Outcomes

For Federal Programs - General Education Provisions Act (GEPA)

Provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Please Note: Due to the fact that this is an on-line application, applicants are required to maintain documentation at the local level which supports compliance with the requirements of

the General Education Provisions Act. Documentation must include a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. NOTE: Upon completion of the on-line application, each applicant will be required to submit confirmation of compliance with this requirement. Assurances, including GEPA requirements are part of the "Print Application" function of the on-line application.

Conditions for Acceptance

The requirements listed below must be met for applications to be considered for review:

- 1) Application is received in DOE within the timeframe specified by the RFA**
- 2) Application includes required forms: DOE 100A, Project Application Form and DOE 101 - Budget Narrative Form**
- 3) All required forms must have the assigned TAPS Number included on the form**
- 4) All required forms have original signatures by an authorized entity**
- 5) Application must be submitted to:**

**Office of Grants Management
Florida Department of Education
325 W. Gaines Street, (Room 332)
Tallahassee, Florida 32399-0400**

NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.

Method of Review

The on-line project application, including budget narrative shall be reviewed by FDOE staff in accordance with established project application review checklists and requirements set-forth in the No Child Left Behind Act of 2001; applicable non-regulatory guidance, and other applicable federal regulations and guidelines.



Project Application

<p>Please return to: Florida Department of Education Bureau of Grants Management Room 325 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496 Suncom: 205-0496</p>	<p>A) Program Name: 2011-12 Title III Supplementary Instructional Support for English Language Learners</p>	<p>DOE USE ONLY Date Received</p>						
<p>B) Name and Address of Eligible Applicant:</p>		<p>Project Number (DOE Assigned)</p>						
<p>C) Total Funds Requested: \$ _____ DOE USE ONLY Total Approved Project:</p>	<p>D) Applicant Contact Information</p> <table border="1"> <tr> <td data-bbox="607 810 1060 898">Contact Name:</td> <td data-bbox="1060 810 1531 898">Mailing Address:</td> </tr> <tr> <td data-bbox="607 898 1060 987">Telephone Number:</td> <td data-bbox="1060 898 1531 987">SunCom Number:</td> </tr> <tr> <td data-bbox="607 987 1060 1073">Fax Number:</td> <td data-bbox="1060 987 1531 1073">E-mail Address:</td> </tr> </table>		Contact Name:	Mailing Address:	Telephone Number:	SunCom Number:	Fax Number:	E-mail Address:
Contact Name:	Mailing Address:							
Telephone Number:	SunCom Number:							
Fax Number:	E-mail Address:							
<p>CERTIFICATION</p> <p>I, _____, (<i>Please Type Name</i>) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. 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) _____ Signature of Agency Head</p>								

DOE 100A
 Revised 3/2008



Dr. Eric J. Smith, Commissioner

See attached Spreadsheet for the 2011-12 Title III Allocation

Allocations Schedule			
Agency #	Agency Name	Allocation Amount	Reimb. Options
	SEE ATTACHED SPREADSHEET		
			TOTAL

Reimbursement Options

- Key:**
- C** Federal Cash Advance
 - Q** Advance Payment
 - S** Quarterly Advance to Public Entity
 - R** Reimbursement of Expenditure
 - P** Reimbursement with Performance

PROGRAM SPECIFIC ASSURANCES

AGREE []	The Local Educational Agency (LEA) will use the subgrant to build capacity to continue to provide high-quality language instruction educational programs for ELLs once the project funds are no longer available.
AGREE []	The LEA will include in its District ELL Plan a certification that all teachers in a Title III language instruction educational program for ELLs are fluent in English and any other language used for instruction.
AGREE []	The LEA will be of sufficient size and scope to support high-quality programs.
AGREE []	The LEA consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and non-profit organizations, and institutions of higher education in developing this program plan.
AGREE []	The LEA will assess annually the English proficiency of all students identified as ELLs.
AGREE []	The activities funded with this project will not be in violation of any State law, including State constitutional law, regarding the education of ELLs.
AGREE []	The LEA evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.
AGREE []	LEA evaluations will include a description of the progress made by children in meeting State academic content and student academic achievement standards for each of the two years after these children (former ELLs) no longer participate in a Title III language instruction educational program.
AGREE []	A LEA that fails to make progress toward meeting annual measurable achievement objectives for two consecutive years will be required to develop an improvement plan that will ensure the School District meets those objectives.
AGREE []	The LEA will provide the following information to parents of ELLs selected for participation in a language instruction educational program: How determination of the need for ESOL services was made, how the educational needs of their children will be met, including available options of various instructional delivery models and if applicable, the failure of the subgrantee to make progress on the annual measurable achievement objectives for their children. Information will be provided to parents in a language that they can understand, unless clearly not feasible. The right to comprehensible instruction cannot be waived.
AGREE []	The LEA will ensure that no more than 2% of the Title III grant will be allocated towards administrative (direct and indirect) costs and that documentation to support these costs will be maintained.

Needs Assessment

Briefly provide evidence of need for each of the services that will be funded through this project application. In the description, include reference to the method used to conduct the needs assessment and the data and information analyzed (e.g. CELLA, FCAT, ELL demographic data) to determine the need for supplementary services. The description must also include an analysis of which programs, services, and activities were successful in the previous grant, which ones were not, and what the LEA will do differently with this grant. Summarize results and prioritize. *[Self-expanding Text Box]*

Activities

Briefly describe the LEA's major proposed programs, services, and activities and include how they are aligned with the needs assessment, state content standards, student achievement standards, and state assessments. If applicable, indicate how the included activities are scientifically research based. Also, describe how the activities will enable districts to close the achievement gap and meet all Annual Measureable Achievement Objectives (AMAOs). Please refer to the SALA website for more information on AMAOs: <http://www.fldoe.org/aala/amao.asp> *[Self-expanding Text Box]*

Support for Reading/Strategic Imperatives

Incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK-20 Education Strategic Plan, http://www.fldoe.org/Strategic_Plan/pdfs/StrategicPlanApproved.pdf

This application requires each LEA to indicate any strategy that incorporates reading initiatives. This application additionally requires each LEA to align their needs with the Next Generation Strategic Plan. *[Self-expanding Text Box]*

Supplementary Instructional Services to Increase English Proficiency of ELLs

Identify the district goals, objectives, and strategies for increasing the English proficiency of ELLs by the end of the 2011-2012 school year. **Goals/objectives must include the most current data from the administration of the Comprehensive English Language Learning Assessment (CELLA).**

AMAO1--- Making Progress Performance Indicator: The percentage of K-12 students making gains (moving up a proficiency level(s) or proficient in each of the CELLA three domains. Applications should include the most recent data by domains: Listening/Speaking, Writing, and Reading.

ELLs will make progress in learning English. It is the state objective to have at least 75% of ELLs making gains in Listening/Speaking, 59% in Writing and 61% in Reading.

Goal: The percentage of K-12 students making gains (moving up at least one proficiency level) or proficient in each of the CELLA three domains will increase.

Objectives:

By the end of the 2011-2012 school year, the percent of ELLs making progress on the CELLA listening and speaking assessment will increase from XX% in the XXXX school year to XX%.

By the end of the 2011-2012 school year, the percent of ELLs making progress on the CELLA reading assessment will increase from XX% in the XXXX school year to XX%.

By the end of the 2011-2012 school year, the percent of ELLs making progress on the CELLA writing assessment will increase from XX% in the XXXX school year to XX%.

Strategies (activities): must be aligned to needs assessment and budgeted items; resources may focus on a specific domain, if applicable. *[Self-expanding Text Box]*

AMAO2--- Language Proficiency Performance Indicator: The percentage of ELLs, determined by cohort, who have attained English proficiency by the end of the school year.

ELLs will become proficient in English. It is the state objective to have at least 18% of K-2 ELLs, 21% of 3-5, 16% of 6-8, and 17% of 9-12 students score proficient in all four domains.

Goal: The percentage of ELLs who have attained English proficiency by the end of the school year by grade clusters (K-2, 3-5, 6-8, 9-12)] will increase.

Objectives:

By the end of the 2011-2012 school year, the percent of ELLs in K-2 attaining English proficiency will increase from XX% in the XXXX school year to XX% based on CELLA.

By the end of the 2011-2012 school year, the percent of ELLs in 3-5 attaining English proficiency will increase from XX% in the XXXX school year to XX% based on CELLA.

By the end of the 2011-2012 school year, the percent of ELLs in 6-8 attaining English proficiency will increase from XX% in the XXXX school year to XX% based on CELLA.

By the end of the 2011-2012 school year, the percent of ELLs in 9-12 attaining English proficiency will increase from XX% in the XXXX school year to XX% based on CELLA.

Strategies (activities): must be aligned to needs assessment and budgeted items; resources may focus on a specific grade cluster, if applicable.

Instructional Services to Increase the Academic Achievement of Current and Former ELLs

By 2013-2014, all current and former ELLs will reach high academic standards, at a minimum attaining proficiency or better in reading, mathematics, science, and writing.

Identify the overall district goals, objectives, and strategies for increasing current and former ELLs achievement in reading, mathematics and science by the end of the 2011-2012 school year at the elementary, middle, and high school levels. **At a minimum, goals should address student proficiency in reading, mathematics, writing and science and include baseline data from the 2010-2011 school year or most current data.**

This section must address required activities and must clearly document that the proposed activities are supplementary and do not supplant existing State and locally funded activities and required services.

AMAO3 ---Content Achievement Performance indicator: The percentage of current and former ELLs who are at or above the proficient level in reading, mathematics, and writing on the Florida Comprehensive Achievement Test (FCAT). (Although not included in AYP, science academic goals must be addressed.)

All students will become proficient in Reading and Mathematics. It is the state objective for the 2011-2012 school year to have at least 86% of all students become proficient in reading and mathematics

Goal: The percentage of ELLs who score at or above the proficiency level on the state assessment in reading, math, science and writing will increase.

Objectives:

By the end of the 2011-2012 school year, the percent of ELLs attaining reading proficiency will increase from XX% in the XXXX school year to XX% based on the FCAT.

By the end of the 2011-2012 school year, the percent of ELLs attaining math proficiency will increase from XX% in the XXXX school year to XX% based on the FCAT.

By the end of the 2011-2012 school year, the percent of ELLs attaining writing proficiency will increase from XX% in the XXXX school year to XX% based on the FCAT.

By the end of the 2011-2012 school year, the percent of ELLs attaining science proficiency will increase from XX% in the XXXX school year to XX% based on the FCAT.

Strategies (activities): must be aligned to needs assessment and budgeted items; resources may focus on a specific subject. [Self-expanding Text Box]

OPTIONAL:

District-Derived Goal—Must include SMART goals [Self-expanding Text Box]

Increasing Supplemental Professional Development

Please describe the supplementary professional development activities supported by Title III. Specifically, in accordance with applicable statutory and regulatory guidelines, describe the professional development activities the LEA will conduct to address the issues identified in the needs assessment and to increase student achievement and language acquisition. Include in the description how the professional development activities will supplement, not supplant, existing district programs. [Self-expanding Text Box]

Increasing Parental and Community Participation in the Educational Experience of ELLs

Please describe the parent involvement activities supported by Title III. Specifically, in accordance with applicable statutory and regulatory guidelines, describe the major parent involvement activities the LEA will conduct to address the issues identified in the needs assessment and increase student achievement and language acquisition. [Self-expanding Text Box]

Consultation with Private School Officials
(Equitable Services for Private School Participation)

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the LEA service area. For details, refer to URL: <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>

Include a description and complete plan of action on how the consultation with private schools has been and will continue to be implemented to address equitable services to eligible students in private schools. Please list individual schools contacted, process for identifying ELLs, and services provided. [Self-expanding Text Box]

Collaborative Partners

Identify federal/state/local collaborative partners; briefly describe in a simple narrative the types and benefit of the collaborative activities; include the program(s) and primary target group(s). *[Self-expanding Text Box]*

Accountability for Schools with English Language Learners

Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives outlined in this proposal in terms of increasing the English proficiency of current ELLs, and the academic achievement of all current and former ELLs. *[Self-expanding Text Box]*

Dissemination/Marketing

Describe the LEA's dissemination and marketing plan for communicating and advocating the activities and programs addressed in this application to schools and stakeholders. The description should include how the LEA will ensure that all school-to-home communication will be in the parents'/guardians' home language unless clearly not feasible.

[Self-expanding Text Box]

Reporting Outcomes

Each applicant is required to describe the methods that will be used to report student and program outcomes to parents and other district and school stakeholders. *[Self-expanding Text Box]*

A)

B)

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
C) TOTAL				\$

Instructions Budget Narrative Form

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

A. Enter Name of Eligible Recipient.

B. (DOE USE ONLY)
COLUMN 1

FUNCTION: SCHOOL DISTRICTS ONLY:

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

Column 2

OBJECT: SCHOOL DISTRICTS:

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

COMMUNITY COLLEGES:

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

UNIVERSITIES AND STATE AGENCIES:

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

OTHER AGENCIES:

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

COLUMN 3 - ALL APPLICANTS:

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

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

- **SALARIES** - describe the type(s) of positions requested. Use a separate line to describe each type of position.
- **OTHER PERSONAL SERVICES** – describe the type of service(s) and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- **PROFESSIONAL/TECHNICAL SERVICES** - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- **CONTRACTUAL SERVICES AND/OR INTER-AGENCY AGREEMENTS** - provide the agency name and description of the service(s) to be rendered.

- **TRAVEL** - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- **CAPITAL OUTLAY** - provide the type of items/equipment to be purchased with project funds.
- **INDIRECT COST** - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

COLUMN 4 – MUST BE COMPLETED FOR ALL SALARIES AND OTHER PERSONAL SERVICES.

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

COLUMN 5

AMOUNT - Provide the budget amount requested for each object code.

C. TOTAL - Provide the total for Column (4) on the last page. Must be the same amount as requested on the DOE-100A or B.

2011-2012 Title III Allocation

DISTRICT NAME	2011-2012 Title III allocation
ALACHUA	\$58,351.43
BAKER	\$0.00
BAY	\$58,482.56
BRADFORD	\$0.00
BREVARD	\$252,156.87
BROWARD	\$3,270,827.29
CALHOUN	\$0.00
CHARLOTTE	\$24,651.84
CITRUS	\$30,290.29
CLAY	\$66,743.55
COLLIER	\$886,679.53
COLUMBIA	\$0.00
DADE	\$8,155,825.69
DESOTO	\$85,756.94
DIXIE	\$0.00
DUVAL	\$550,994.88
ESCAMBIA	\$48,910.30
FLAGLER	\$41,698.33
FRANKLIN	\$0.00
GADSDEN	\$64,121.01
GILCHRIST	\$0.00
GLADES	\$0.00
GULF	\$0.00
HAMILTON	\$11,408.03
HARDEE	\$57,695.80
HENDRY	\$80,774.12
HERNANDO	\$95,198.07
HIGHLANDS	\$88,510.60
HILLSBOROUGH	\$3,059,057.48
HOLMES	\$0.00
INDIAN RIVER	\$146,862.03
JACKSON	\$0.00
JEFFERSON	\$0.00
LAFAYETTE	\$0.00
LAKE	\$262,778.14
LEE	\$906,348.55
LEON	\$55,991.15
LEVY	\$23,602.83
LIBERTY	\$0.00
MADISON	\$0.00
MANATEE	\$552,437.27
MARION	\$283,102.80
MARTIN	\$307,492.38
MONROE	\$74,217.78

NASSAU	\$10,490.15
OKALOOSA	\$75,397.92
OKEECHOBEE	\$84,052.29
ORANGE	\$3,905,087.70
OSCEOLA	\$1,239,017.28
PALM BEACH	\$2,448,793.28
PASCO	\$431,669.48
PINELLAS	\$554,141.92
POLK	\$1,222,757.56
PUTNAM	\$87,854.97
ST JOHNS	\$28,454.52
ST LUCIE	\$351,813.25
SANTA ROSA	\$20,586.91
SARASOTA	\$325,325.63
SEMINOLE	\$361,385.50
SUMTER	\$43,665.23
SUWANNEE	\$35,404.24
TAYLOR	\$0.00
UNION	\$0.00
VOLUSIA	\$399,805.66
WAKULLA	\$0.00
WALTON	\$24,782.97
WASHINGTON	\$0.00
FSDB	\$0.00
FAU	\$0.00
FSU	\$0.00
FAMU	\$0.00
	\$31,251,454.00
	48 agencies