



## **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 assisting them in learning English and meeting the challenging and rigorous state academic content and student academic achievement standards.

#### **Type of Award**

Entitlement

#### **Total Funding Amount**

**Preliminary amount: Preliminary amount: \$33,300,472.** 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, 2010 through June 30, 2011

*(The effective date will be 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, 2010 through June 30, 2011

### **Target Population**

English language learners (ELLs) in Grades K-12

### **Eligible Applicant(s)**

Local Educational Agencies (LEAs) whose ELLs 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, 2010

**The due date refers to the date of receipt in Grants Management. For Federal programs, the project effective date will be 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 with On-line Application: Felicia Elliott, Program Specialist, Bureau of Student Assistance, by phone at (850) 245-0672, or via e-mail at [felicia.elliott@fldoe.org](mailto:felicia.elliott@fldoe.org).

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

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 certifies that, under Section 9524, it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools. The LEA further certifies that "[a]mong other things, students may read their Bibles or other scriptures, say grace before meals, and pray or study religious materials with fellow students during recess, the lunch hour, or other non instructional time to the same extent that they may engage in non religious activities." The LEA certifies that its public schools will not be hostile to the religious rights of their students and their families.

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.

The LEA hereby assures that, under Section 4141, it will expel from school for a period of not less than one year a student who is determined to have brought a weapon to school.

The LEA hereby certifies that, under Section 4141, it has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm to a school under the control and supervision of the LEA.

**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:**

Federal Cash Advance –On-Line 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 Electronic Federal Cash Advance Request 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 Electronic Federal Cash Advance Request 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.**

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**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><b>Please return to:</b>                  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><b>A) Program Name:</b>   <b>2010-11 Title III                  Supplementary Instructional Support for                  English Language Learners</b></p>	<p><b>DOE USE ONLY</b>                   Date Received</p>						
<p><b>B) Name and Address of Eligible Applicant:</b></p>		<p><b>Project Number (DOE Assigned)</b></p>						
<p><b>C) Total Funds Requested:</b>                   \$ _____   <b>DOE USE ONLY</b>   <b>Total Approved Project:</b></p>	<p><b>D) Applicant Contact Information</b></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 1075">Fax Number:</td> <td data-bbox="1060 987 1531 1075">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><b>CERTIFICATION</b></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><b>E)</b> _____                  Signature of Agency Head</p>								





### PROGRAM SPECIFIC ASSURANCES

AGREE [    ]	The Local Educational Agency (LEA) will use their subgrants to build their capacity to continue to provide high-quality language instruction educational programs for English Language Learners (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 English Language Learners 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 administer an annual reading or language arts assessment in English of all children who have been in the United States for one or more consecutive years.
AGREE [    ]	The LEA will assess annually the English proficiency of all students identified as English language learners.
AGREE [    ]	The activities funded with this project will not be in violation of any State law, including State constitutional law, regarding the education of English Language Learners.
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 no longer participate in a Title III language instruction educational program.
AGREE [    ]	An 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 English Language Learners 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 to determine the need for supplementary services. Summarize results and prioritize. *[Self-expanding Text Box]*

### **Activities**

Briefly describe the major activities to be carried out by the LEA and how these activities will be aligned to the state academic content standards, student academic achievement standards and state assessments. Please describe how these activities will continue closing the achievement gap. *[Self-expanding Text Box]*

### **Support for Reading/Strategic Imperatives**

**Incorporate one of 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](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 alignment. *[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 English Language Learners by the end of the 2010-11 school year. **Goals/objectives must include the most current data from the administration of the Comprehensive English Language Learning Assessment (CELLA).**

- 2.1 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.

**English language learners will make progress in learning English. It is the state objective to have at least 74% of ELLs making gains in Listening/Speaking, 58% in Writing and 60% 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:** At the end of the 2010/11 school year, the percentage of ELLs making progress on the CELLA listening/speaking assessment will increase from XX% in school year XXXX to XX%.

At the end of the 2010/11 school year, the percentage of ELLs making progress on the CELLA writing assessment will increase from XX% in school year XXXX to XX%.

At the end of the 2010/11 school year, the percentage of ELLs making progress on the CELLA reading assessment will increase from XX% in school year XXXX to XX%.

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

**2.2 AMAO2---** **Language Proficiency Performance Indicator:** The percentage of ELLs, determined by cohort, who have attained English proficiency by the end of the school year. [It is expected that LEAs will review baseline data beginning with the 2006 administration of Comprehensive English Language Learning Assessment (CELLA). Applications should include the most recent CELLA data by grade clusters (K-2, 3-5, 6-8, 9-12)].

**English language learners will become proficient in English. It is the state objective to have at least 26% of K-2 ELLs, 14% of 3-5, 13% of 6-8, and 11% 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:**

At the end of the 2010/11 school year, the percent of ELLs in K-2 attaining English proficiency will increase from XX% in school year XXXX to XX% based on the CELLA.

At the end of the 2010/11 school year, the percent of ELLs in 3-5 attaining English proficiency will increase from XX% in school year XXXX to XX% based on the CELLA.

At the end of the 2010/11 school year, the percent of ELLs in 6-8 attaining English proficiency will increase from XX% in school year XXXX to XX% based on the CELLA.

At the end of the 2010/11 school year, the percent of ELLs in 9-12 attaining English proficiency will increase from XX% in school year XXXX to XX% based on the CELLA.

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

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

**By 2013-2014, all current and former English language learners 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 2010-11 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 2009-10 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.

**2.3 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.)

**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:**

The percent of ELLs attaining Reading proficiency based on the FCAT will increase from XX% in school year XXXX to XX% in 2010/11.

At the end of the 2010/11 school year, the percent of ELLs attaining Reading proficiency will increase from XX% in school year XXXX to XX% based on the FCAT.

At the end of the 2010/11 school year, the percent of ELLs attaining Math proficiency will increase from XX% in school year XXXX to XX% based on the FCAT.

At the end of the 2010/11 school year, the percent of ELLs attaining Writing proficiency will increase from XX% in school year XXXX to XX% based on the FCAT.

At the end of the 2010/11 school year, the percent of ELLs attaining Science proficiency will increase from XX% in school year XXXX to XX% based on the FCAT.

**Strategies (activities): must be aligned to needs assessment and budgeted items** *[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 involvement activities the LEA will conduct to impact student achievement and language acquisition, which will address the issues identified in your needs assessment. Include in the description how the professional development activity will supplement, not supplant. *[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 impact student achievement and language acquisition which will address the issues identified in your needs assessment. Include in description the activities that will be implemented to carry out parent involvement activities that build the capacity of parents. *[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 local education agency(ies) 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, identification of ELL process, and services provided. *[Self-expanding Text Box]*

### **Collaborative Partners**

Identify federal/state/local collaborative partners; briefly describe in a simple narrative, the type 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 English Language Learners (ELLs), and the academic achievement of all current ELLs and former ELLs. *[Self-expanding Text Box]*

### **Dissemination/Marketing**

Describe how information about this application will be disseminated and advocated to appropriate populations. 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]*



## 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.

**2010-2011 Title III Allocation**

<b>District</b>	<b>District Name</b>	<b>2010-11 Title III Allocation Based on Estimate</b>
1	ALACHUA	\$69,166
3	BAY	\$53,600
5	BREVARD	\$283,421
6	BROWARD	\$3,726,763
8	CHARLOTTE	\$33,629
9	CITRUS	\$26,433
10	CLAY	\$65,936
11	COLLIER	\$1,027,657
13	DADE	\$7,672,773
14	DESOTO	\$95,893
16	DUVAL	\$542,024
17	ESCAMBIA	\$50,957
18	FLAGLER	\$47,433
20	GADSDEN	\$66,376
22	GLADES	\$10,426
24	HAMILTON	\$10,280
25	HARDEE	\$59,034
26	HENDRY	\$73,572
27	HERNANDO	\$112,194
28	HIGHLANDS	\$114,396
29	HILLSBOROUGH	\$3,312,792
31	INDIAN RIVER	\$149,347
35	LAKE	\$319,105
36	LEE	\$997,994
37	LEON	\$50,370
38	LEVY	\$21,000
41	MANATEE	\$614,568
42	MARION	\$269,323
43	MARTIN	\$321,455
44	MONROE	\$72,103
45	NASSAU	\$12,776
46	OKALOOSA	\$84,439
47	OKEECHOBEE	\$87,082
48	ORANGE	\$4,678,939
49	OSCEOLA	\$1,387,146
50	PALM BEACH	\$2,617,604
51	PASCO	\$462,137
52	PINELLAS	\$559,499
53	POLK	\$1,242,205
54	PUTNAM	\$97,949
55	ST JOHNS	\$26,580
56	ST LUCIE	\$451,858
57	SANTA ROSA	\$21,440

<b>District</b>	<b>District Name</b>	<b>2010-11 Title III Allocation Based on Estimate</b>
58	SARASOTA	\$362,720
59	SEMINOLE	\$376,230
60	SUMTER	\$50,663
61	SUWANNEE	\$31,573
64	VOLUSIA	\$450,977
66	WALTON	\$28,636
		<b>\$33,300,472</b>