DISTRICT
DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to allow the district to provide a perspective on what it considers to be vital and critically important in relation to digital learning implementation, student performance outcome improvement and how progress in digital learning will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by ss.1011.62(12)(b), F.S.

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

The district's overview component of the plan should document the district's overall focus and direction with respect to how the incorporation and integration of technology into the educational program will improve student performance outcomes.

District Mission and Vision Statements -

Our Mission:
Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Our Vision:
The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

I.1   District Team Profile -

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Jeremy Bunkley	Jeremy.Bunkley@myoneclay.net	352-278-6468
Curriculum District Contact	Kathleen Schofield	kmschofield@oneclay.net	904-529-4901
Instructional District Contact	Jeff Umbuagh	jumbaugh@oneclay.net	904-284-6506
Assessment District Contact	Steve Amburgey	sbamburgey@oneclay.net	904-284-6570
Finance District Contact	Susan Legutko	smlegutko@oneclay.net	904-284-6571
District Leadership Contact	Carl Hendrick	cdhendrick@oneclay.net	904.284.6507

I.2   Planning Process - The Digital Classroom Plan has been developed through a collaborative process. The committee was designed to include instructional and administrative leaders. Various sectors of the student populations, such as Exceptional Student Education, Title I and ESOL were either directly represented on the district committee, or were consulted for input on areas impacting those student populations. Career and Technical Education (CTE) Programs have a long history of building partnerships with business and industry. CTE Programs are grouped into academies based on a common interest and hold advisory board meetings for guidance and help.

These meetings are held 3 to 4 times a year. Parents, business partners, post-secondary institution representatives, students, school administration and CTE office staff are all asked to be a part of the advisory group. The committee relied upon existing surveys, needs assessments, and technology inventories taken at the district's forty-one schools. The information contained in these instruments is current and infrastructure needs have been updated to reflect all work completed prior to the opening of school for the 2015-2016 academic year.

I.3   Technology Integration Matrix (TIM) – 2015 was used as small pilot year in efforts to understand how the TIM could be effectively used to improve classroom performance and could be trained within the district. Use of the TIM is continuing to be introduced into the county through the Professional Development Specialist positions created in ITS division this summer to increase technology use and understanding in the classroom.

I.4   Multi-Tiered System of Supports (MTSS) - Clay County policies and procedures for the operation and membership of school-based teams are outlined in the *Multi-Tiered System of Supports Handbook* and the *Professional Development System* manual. Teams analyze school-wide data as well as district-wide data, when appropriate, to meet the needs of all students, including the struggling as well as advanced level students. Parents are engaged via membership on School Advisory Committees to provide input for the overall improvement of the school. They are also engaged through Parent-Teacher Association meetings, and on an individual level through parent-teacher conferences. Student progress is shared, at a minimum, eight times per year through hard copies of interim progress reports and report cards, and more frequently through parent access to the online grade portal. Classroom, grade-level, district, and state-based assessments, both formative and summative, as well as *Focus (*the district electronic data system) provide academic and behavioral information that are used as universal screening tools and progress-monitoring devices. Data collected clearly depicts those in need of advanced, moderate, and low level supports to increase performance. Interventions are then designed to meet the academic and behavioral needs with progress monitored anywhere from several times per week for the most intensive interventions to monthly for the more basic supports. The documentation of the problem-solving cycle is accomplished using the procedures, district electronic data system, forms, and web-based resources outlined in the district *Multi-Tiered System of Supports Handbook.* The instructions delineate the process for analysis of data, the selection and implementation of evidence-based interventions, the supports available for effective implementation with fidelity through school and district level personnel, and documentation of students' response to interventions. The frequency of monitoring student progress varies based on the intensity of intervention. For all levels, progress is monitored, at minimum, three times per year via district-based assessments and online data collection tools. For the most advanced levels, progress is monitored within the classroom at least every four weeks while the progress of those needing moderate intervention are monitored at least weekly. For those requiring the greatest intensity of services, progress monitoring is several times per week. The decision to intensify or fade interventions is based on this progress and the progress of the class and grade level at the school and district levels. When progress is significantly below the class and grade level at the school and district levels, the Student Services Team convenes to discuss whether to initiate an evaluation.

I.5   District Policy -

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	**Policy is currently under development to be completed by end of calendar year.**		**N/A**
District teacher evaluation components relating to technology (if applicable)	**Evaluation Components Relating to Technology are included in the School District of Clay County's Evaluation Instrument for Teachers.**	**http://www.oneclay.net/uploads/3/8/0/5/38058641/finalccea2015-2017mastercontractmerged.pdf**	**2/19/2015**
BYOD (Bring Your Own Device) Policy	**No formal policy fully developed or adopted but BYOD is supported at 9th and 10th grade to provide additional support for Clay County's Wall to Wall Academy initiative**		**District support started in 2014**
Policy for refresh of devices (student and teachers)	**No defined policy for refresh at this time.**	**None at present time.**	**N/A**
Acceptable/Responsible Use policy (student, teachers, admin)	**A standard RUG for students, teachers, and admins.**	**Student: http://www.oneclay.net/uploads/3/8/0/5/38058641/15-16sdccrug-student_.pdf** **Staff/Admin: http://www.oneclay.net/uploads/3/8/0/5/38058641/responsible_use_guidelines-employee.pdf**	**8/14/14**
Master Inservice Plan (MIP) technology components	**All district PD (including technology components) conforms to the Master Inservice Plan.**	**http://www.oneclay.net/uploads/3/8/0/5/38058641/mip.pdf**	**9/17/15**

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

Districts should evaluate current district needs based on student performance outcomes and other key measurable data elements for digital learning.

- A) Student Performance Outcomes
- B) Digital Learning and Technology Infrastructure
- C) Professional Development
- D) Digital Tools
- E) Online Assessments

Highest Student Achievement

Student Performance Outcomes:
Districts shall improve classroom teaching and learning to enable all students to be digital learners with access to digital tools and resources for the full integration of the Florida Standards.

Data are required for the metrics listed in the table. For the student performance outcomes, these data points should be pulled from the school and district school grades published at http://schoolgrades.fldoe.org. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

A. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.3.	Science Student Achievement – 5th and 8th Grade	59 % / 57%	70%	2017
II.A.4.	Science Student Achievement – Biology	67%	71 %	2017
II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
B. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
II.A.9.	Overall, 4-year Graduation Rate	77.9%	85%	2017
II.A.10.	Acceleration Success Rate	61%	65 %	2017

Technology Infrastructure:

Districts shall create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.

A. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Fall 2015 (to account for summer installs)	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.1.	Student to Computer Device Ratio	3.88:1	2.5:1	2:1	2017	.5
II.B.2.	Count of student instructional desktop computers meeting specifications	8327	10368	11000	2017	632
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	1152	2570	3000	2017	430
II.B.4.	Count of student web-thin client computers meeting specifications	1552	1952	2500	2017	548
II.B.5.	Count of student large screen tablets meeting specifications	625	2077	2200	2017	123
II.B.6.	Percent of schools meeting recommended bandwidth standard	28%	62%	80%	2018	18%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	28.6%	52.3%	85%	2018	6.5%

B. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	Yes	Yes	2016	No

B. Infrastructure Needs Analysis (District Provided)		Baseline (Spring of 2014)	Standing as of Fall 2015	Target	Date for Target to be Achieved *(year)*
II.B.10. (D)	Percent of schools wired to take advantage of AC wireless (1000mb or higher)	0%	17%	100%	2018

* Districts will complete the security assessment provided by the FDOE. However under s. 119.07(1) this risk assessment is confidential and exempt from public records.

■ **Skilled Workforce and Economic Development**

Professional Development:
Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching.

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. The Technology Integration Matrix (TIM) can be found at: http://fcit.usf.edu/matrix/matrix.php. Average integration should be recorded as the percent of teachers at each of the five categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

B. **Professional Development Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** *(year)*
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 50% Adoption: 20% Adaption: 20% Infusion: 10% Transform: 0%	Entry: 5% Adoption: 45% Adaption: 27% Infusion: 20% Transform: 3%	2018
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Untested in 2015	Entry: 10% Adoption:45% Adaption: 27% Infusion: 15% Transform: 3%	2018

C. Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.C.3. (D)	Teacher training access to digital learning environment	60%	100%	2018
II.C.4. (D)	Continued training of the SIS for teachers	75%	100%	2018

Seamless Articulation and Maximum Access

Digital Tools:
Districts shall continue to implement and support a digital tools system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

A key component to digital tools is the implementation and integration of a digital tool system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Districts may also add metrics for the measurement of CAPE (Career and Professional Education) digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

C. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
	Student Access and Utilization (S)	% of student access	% of student utilization	% of student access	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100%	To be established after 6 months of student use	100%	2018
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	To be established after 6 months of student use	100 %	2018
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100%	To be established after 6 months of student use	100 %	2018
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	100 %	To be established after 6 months of student use	100 %	2018
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	100 %	To be established after 6 months of student use	100 %	2018

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
	Teachers/Administrators Access and Utilization (T)	% of Teacher/ Admin access	% of Teacher/ Admin Utilization	% of Teacher/ Admin access	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100 %	To be established after 6 months of teacher use	100 %	2017
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	To be established after 6 months of teacher use	100%	2017
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	To be established after 6 months of teacher use	100 %	2017
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100 %	To be established after 6 months of teacher use	100 %	2017
II.D.5. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	100 %	To be established after 6 months of teacher use	100 %	2017
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	100 %	To be established after 6 months of teacher use	100 %	2017
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	Under Development	To be established after 6 months of teacher use	100 %	2017
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.	100 %	To be established after 6 months of teacher use	100 %	2017
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	100 %	To be established after 6 months of teacher use	100 %	2017

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
	Parent Access and Utilization (P)	**% of parent access**	**% of parent utilization**	**% of parent access**	
II.D.1. (P)	A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	100%	70 %	100 %	2017

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	**School Year**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	50%	60 %	2016
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	50 %	50 %	2015
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	70%	90%	2017
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	60%	70%	2017
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	60%	70 %	2017
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.]	0%	80%	2017

D. Online Assessments Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	10085	16000	2017
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100%	100%	2017
II.E.3.	Bandwidth shaping to assure testing access and priority	N/A	N/A	2016

STEP 2 – Goal Setting:

Enter district goals below:

Highest Student Achievement: All schools will meet Federal AMO benchmarks and meet expected growth on state assessments.

This goal aligns with both the mission and vision of the School District of Clay County, and will prepare students to be life-long learners providing the opportunity for success in a global and competitive workplace and in acquiring applicable life skills. By meeting growth expectations across all student groups, we will ensure that students are maximizing their potential for success.

The project will allow the district to build the necessary ***infrastructure*** to continue build capacity toward enabling all students' access to 21st century technologies, skills, and curriculum. This includes the movement toward digital resources, which will allow for the individualization and differentiation of instruction for all learners. Through this approach, teachers will be able to meet students where they are, close gaps in prior content knowledge, and meet high standards.

Further, through this project, the base will be provided to move students towards a curriculum rich in high quality materials, leveraging state created resources, such as C-Palms.

STEP 3 – Strategy Setting:

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	● Increased Bandwidth from the school to the district office and from the district office to the ISP ● Wired infrastructure to support a robust wireless environment ● Wireless access for all classrooms in high schools and junior high as funding allows	2014-2018
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	Continued integration of Classlink as a single sign on portal for staff and students to access digital materials.	2014-2018

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by ss.1011.62(12)(b), F.S. In this section of the DCP, districts will outline specific deliverables that will be implemented in the current year that are funded from the DCP Allocation. The five components that are included are:

A) Student Performance Outcomes
B) Digital Learning and Technology Infrastructure
C) Professional Development
D) Digital Tools
E) Online Assessments

A) Student Performance Outcomes

Enter the district student performance outcomes for 2015-16 that will be directly impacted by the DCP Allocation below:

A.	Student Performance Outcomes	Baseline	Target
III.A.3.	Improve graduation rates across the district by increasing access to digital resources while aligning to Clay County Wall to Wall Academy initiative	77.9%	85%

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

B.	Infrastructure Implementation				
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1	Purchase and implement wireless access points	8/1/2016	$100,000	All District high school classrooms and Jr high as funding allows	II.B.7
III.B.2	Purchase and install new switching core and edge.	8/1/2016	$494,000	All District high school classrooms and Jr high as funding allows	II.B.10
III.B.3	Wiring and Cabling to support switching and wireless	N/A	$20.301	All District high school classrooms and Jr high as funding allows	II.B.7 / II.B.10

Evaluation and Success Criteria for B) Digital Learning and Technology Infrastructure:

B.	Infrastructure Evaluation and Success Criteria	
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	Installing and verifying increased connectivity speeds	Increased stability and connectivity for staff and students
III.B.2.	Portable classrooms (Edge) switches 8-Ports installed, connected, verified	Availability of 1 Gb connections
III.B.3.	Wireless Access Points installed, connected, and verified	Provide 802.11 AC capable speed
III.B.4.	Portable classrooms (Core) switches installed, connected, verified	Availability of 1 Gb and 10 Gb connections

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, ss.1011.62(12)(b), F.S., requires districts to submit a third-party evaluation of the results of the district's technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.

Partnering with St. John's County for our 3rd party evaluation as a peer district and of similar size based on FTE. Attached is evaluation process and certification.

C) Professional Development

State recommendations for digital learning professional development include at a minimum, High Quality Master In-service Plan (MIP) components that address:
- School leadership "look-fors" on quality digital learning processes in the classroom
- Educator capacity to use available technology
- Instructional lesson planning using digital resources; and
- Student digital learning practices

These MIP components should include participant implementation agreements that address issues arising in needs analyses and be supported by school level monitoring and feedback processes supporting educator growth related to digital learning.

Please insert links to the district MIP to support this area, attach a draft as an appendix to the district DCP or provide deliverables on how this will be addressed.

http://www.oneclay.net/uploads/3/8/0/5/38058641/mip.pdf

Implementation Plan for C) Professional Development:

The plan should include process for scheduling delivery of the district's MIP components on digital learning and identify other school based processes that will provide on-going support for professional development on digital learning.

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	District teachers participate in professional development aligned with MIP.	May 2016	$50,000	District staff	II.C.1

Evaluation and Success Criteria for C) Professional Development:

C. **Professional Development Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Professional Development based on MIP	Shifts in Teacher Practice
III.C.2.	TIM Matrix	Growth from Established Baseline

D) Digital Tools

Digital Tools should include a comprehensive digital tool system for the improvement of digital learning. Districts will be required to maintain a digital tools system that is intended to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be found at: http://www.fldoe.org/workforce/fcpea/default.asp. Devices that meet or exceed minimum requirements and protocols established by the department may also be included here.

Implementation Plan for D) Digital Tools:

D. Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	Microsoft Office Certifications - CAPE	Ongoing each year ending in May	$54,000	District wide	II.A.10.

Evaluation and Success Criteria for D) Digital Tools:

D. Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Provide teacher professional development. Provide the opportunity for students and teachers to take and pass the test. Provide curriculum and practice tests for student use prior to sitting for the test.	Students will take and pass one of the offered development tests
III.D.2.	Provide teacher professional development. Provide the opportunity for students and teachers to take and pass the test. Provide curriculum and practice tests for students.	Students will take and pass one of the offered development tests

E) Online Assessments

Technology infrastructure and devices required for successful implementation of local and statewide assessments should be considered in this section. In your analysis of readiness for computer-based testing, also examine network, bandwidth, and wireless needs that coincide with an increased number of workstations and devices. Districts should review current technology specifications for statewide assessments (available at www.FLAssessments.com/TestNav8 and www.FSAssessments.com/) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

Implementation Plan for E) Online Assessments:

E. Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	Bandwidth shaping device (TBD)	Jan. 2016	$49,000	District	II.E.3.

Evaluation and Success Criteria for E) Online Assessments:

E. Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Install and track bandwidth usage with monitoring tools during testing windows	Ability to reserve a changeable percentage of the total bandwidth.

F) Charter Schools:

F) Charter Schools:			
School Name	Student count as of Oct .1	Base of 5,000 + FTE ($21.85 FTE)	Total
OPPAA	432	9439.20	$14,439
CCA	242	5287.70	$10,287
FVA	15	No application submitted	