

FTE and Federal Report A Quick Look

Carol Seay
Part B Data Manager
SELDA

August 23, 2016

Learning Targets

1. I can explain the difference between FTE reporting and the Federal Child Count
2. I know how to use the environment calculators for preschool and school age children.
3. I can explain the impact the environment data have on my SPP/APR

Accessing FTE Guidance



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

→ Technology Services → Technology Services → Data Collections

General Information

Data Conference Information

GaDOE Name Processing Rules

Race and Ethnicity Reporting Requirements and Resources

Records Retention

School Count by Type

Student Data Security

Transmission Dates

Collections Documentation

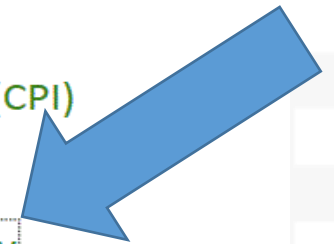
Certified/Classified Personnel Information (CPI)

Data Collections and Reporting

Data Collections and Reporting Overview

Data Collection Documentation

- Certified/Classified Personnel Information (CPI)
- End of Pathway Assessment (EOPA)
- Free/Reduced Price Meal Eligibility
- Full-Time Equivalent (FTE) / FTE Data Survey
- Georgia Unique Identifier for Education (GUIDE)
- Pre-ID Labels
- Private School
- Student Class
- Student Record
- Teacher Class
- Presentations and Webinars



General Information

Data Conference

Data Collection Documentation

Data Collection Overview

Data Collection Transmission Dates

FY16 -17 New Student Data Elements
for Review and Public Comment

GaDOE Name Processing Rules

Georgia Student Data Privacy,
Accessibility, and Transparency Act

Records Retention

School Count by Type

Submit Request for Data

FY2017 FTE Resources

Full-Time Equivalent (FTE) refers to data collected for Quality Basic Education funding and is based on student enrollment and the education services provided by local school systems to students.

FY2017 FTE Data Survey

- FTE Data Survey Instructions
- FTE Data Survey Transmission Dates

FY2017 FTE Resources

- FTE Transmission Dates
- FTE Coordinators
- GUIDE Coordinators
- FTE General Information
- FTE File Layout
- FTE Data Element Detail
- FTE Categories and Weights
- GNETS FAQ's

*Review
and print
these
documents*

- Guidelines for Special Education Environments: Ages 5 and Under
- Guidelines for Special Education Environments: Ages 6 - 21
- Special Education Educational Environments Calculator: Ages 5 and under
- Special Education Educational Environments Calculator: Ages 6 - 21

*Link to your
system
allotment sheet*

Other Resources

- FTE Checklist (Sample)
- QBE Reports

*Use these calculators
to determine Federal
environment codes*

How Is Placement Reported?

Segments (State)

- Program Codes
- Inclusion Codes

Environment (Federal)

- % of time in general education (with/without special education support)

Hours per Week

- Hours per week receiving special education and related services regardless of location

Minutes per week

- New Data Element
- "Total Service Minutes per Week"

FTE is Important!

If you are not checking your FTE,
You are losing money!

You cannot incidentally report.

You must purposefully report.

Georgia Department of Education

State FTE
Reporting

**How are
they
same?**

Federal
IDEA
Child Count

Report Type = "S" Special Education Student

How are they different?

State FTE
Reporting

**Count Day
Segment Based
Program Weight Funding
Grade Specific**

Federal
IDEA
Child Count

**School Week
Environment Based
Age Specific**

FTE

October 4th and March 2nd

- Know each student's schedule
- Know each student's grade
- Know each student's eligibility
- Use codes
- Schedule 6 segments

EARN MONEY!

Class Size Rule – Funding, not the Special Education Rule

Appendix B Students with Disabilities

<u>Class Group/ Exception Program</u>	<u>Funding Class Size</u>	<u>Maximum Individual Class Size</u> * **		<u>Exception to Maximum 2 Segments Per Day Per Teacher With Paraprofessional</u>
1. Group I (i) S/L-SC (ii) LD-SC	8 8	11 12	15 16	+1 +1
2. Group II MID-SC MID-R	6.5 6.5	10 10	13 13	+1 +1
3. Group III (i) SID-SC (ii) D/HH-SC (iii) S/L-R (iv) BD-R (v) LD-R (vi) BD-SC (vii) MOID-SC (viii) OI-SC	5 5 5 5 5 5 5 5	NA 6 7 7 8 8 8 NA NA	7 8 NA 10 10 11 11 11 11	+1 +1 NA +1 +1 +1 +1 0
4. Group IV (i) D/HH-R (ii) VI-R (iii) OI-R (iv) VI(DB)-SC (v) PID-SC	3 3 3 3 3	3 3 4 NA NA	4 4 5 6 6	+1 +1 +1 +1 0
5. Group V	8	NA	NA	NA

NOTE: Each paraprofessional is the equivalent to 1/3 teacher and affects individual class size proportionately. Various teacher/paraprofessional models shall be averaged independently.

APPENDIX A - CLASS SIZES AND CASELOADS

Special Education Rule:
160-4-7-.14

PROGRAM AREA	DELIVERY		MAXIMUM CLASS SIZE		CASE-LOAD
	Self-contained (SC) Resource (R)		W/O Para	With Para*	
INTELLECTUAL DISABILITIES					
Mild	SC		10	13	14
	R		10	13	26
Moderate	SC		NA	11	11
Severe	SC		NA	7	7
Profound	SC		NA	6	6
EMOTIONAL AND BEHAVIORAL DISORDERS	SC		8	11	12
	R		7	10	26
SPECIFIC LEARNING DISABILITIES	SC		12	16	16
	R		8	10	26
VISUAL IMPAIRMENTS	SC		NA	6	7
	R		3	4	13
DEAF/HARD OF HEARING	SC		6	8	8
	R		3	4	11
DEAF-BLIND	SC		NA	6	7
SPEECH-LANGUAGE IMPAIRMENTS	SC		11	15	15
	R		7	NA	55
ORTHOPEDIC IMPAIRMENTS	SC		NA	11	11
	R		4	5	15

Program Codes

- MID – P
- MOID – Q
- SID – R
- PID – S
- EBD – T
- SLD – U
- OI – V
- HI – W

- Deaf – X
- OHI – Y
- VI – Z
- Blind – 1
- Deaf-Blind – 2
- Speech Language Impaired – 3
- GNETS - 4

What's Missing?

You will also need general education program and grade level codes

Program Codes

- Autism
- SDD
- TBI

Use the program code that best corresponds to how the student is served

Inclusion Codes Supported Instruction & Direct Service – Collaboration and Co- teaching



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- 4 – Paraprofessional
- 5 – Interpreter
- 6 – Job Coach (Must be used with Program Code K)
- 7 – Assistive/Other Personnel (OT/PT)
- 8 – Certified Teacher (Not Special Education)

***All the above must be used with general education
program code***

- 9 – Special Education Teacher

Use with student's Program Code

Projected FTE Funding FY2016

Primary areas and codes	1 Segment	2 Segments	3 Segments	4 Segments	5 Segments	6 Segments
Level 1						
S/L -SC (3)						
SLD-SC (U)						
2.3828				\$3,913	\$4,891	\$5,869
Level 2						
MID (P)						
2.7933	\$1,147	\$2,293	\$3,440	\$4,587	\$5,733	\$6,880
Level 3						
MOID (Q)						
SID (R)						
EDB (T)						
SLD-R (U)						
OI-SC (V)						
HH-SC (W)						
Deaf -SC (X)						
OHI-SC (Y)						
S/L-R (3)						
3.5559	\$1,460	\$2,919	\$4,379	\$5,839	\$7,298	\$8,758
Level 4						
PID (S)						
OI-R (V)						
HH-R (W)						
Deaf-R (X)						
OHI-R (Y)						
VI (Z)						
Deaf/Blind (2)						
5.7624	\$2,365	\$4,731	\$7,096	\$9,462	\$11,827	\$14,193
Level 5						
Inclusion Codes 4-8						
2.4532	\$1,007	\$2,014	\$3,021	\$4,028	\$5,035	\$6,042
Base Funding (D)						
Weight =1.0000	\$411	\$821	\$1,232	\$1,642	\$2,053	\$2,463
6 Segments = 1 FTE						

Student A:

- Eligibility: Learning Disability, 4th grade
- Schedule:

Math	Science	Reading	Language Arts	Specials	Social Studies
Small Group	Co-teaching	Collaboration	Collaboration	General education	General education
U	U	U	U	C	C
	9	9	9		

What funding Category? 1 Special Ed FTE earnings? **\$3913.**

Student B:

- Eligibility: Learning Disability, 4th grade
- Schedule:

Math	Science	Reading	Language Arts	Specials	Social Studies
Small Group	Co-teaching	Collaboration	General education	General education	General education
U	U	U	C	C	C
	9	9			

What funding Category? 3 Special Ed FTE earnings? **\$4379.**

Student C:

- Eligibility: Learning Disability, 6th grade
- Schedule:

Math	Science	Language Arts	Reading	Connections	Social Studies
Co-teaching	Co-teaching	General education w/ para	General education w/ para	General education	General education
U	U	H*	H*	H*	H*
9	9	4	4		

What funding Categories? 3 & 5 Special Ed FTE earnings?

Level 3: \$2919 + Level 5 \$2014. = **\$4933.**

Student D:

- Eligibility: Mild Intellectual Disability, 6th grade
- Schedule:



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Math	Science	Language Arts	Reading	Connections	Social Studies
Small Group	General Education w/para	Small Group	Small Group	General education	General education w/para
P	H	P	P	H	H
	4				4

What funding Categories? 2 & 5 Special Ed FTE earnings?

Level 2: \$3440. + Level 5 \$2014. **\$5454.**

Student E:

- Eligibility: Profound Intellectual Disability, 10th grade
- Schedule:



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

Math	Science	Language Arts	Reading	Elective	Social Studies
Small Group	Small Group	Small Group	Small Group	General education w/ para	Small Group
S	S	S	S	D	S
				4	

What funding Categories? 4 & 5 Special Ed FTE earnings?

Level 4: \$11,827. + Level 5 \$1007 = **\$12,834.**

FTE Report Menu



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

FT001 – Transmission Verification

FT002 – Enrollment by Grade

FT003 – Enrollment in Special Programs

FT004 – Enrollment in Special Education

FT005 – Student Residence

FT006 – System of Residence Summary

FT008A – Errors and Warnings Summary

FT008B – Errors and Warnings Detail

FT009 – 3 FTE Counts

FT010-A – FTE Comparison Notes

FT010-B – Comparison

FT010-C – FTE Comparison – Other Categories

FT011 – Funded and Non-funded Students

FT012 – Non-funded Student Detail

FT013 – Graduated Students

FT014 – Withdrawals by Gender and Race/Ethnicity

FT015 – Withdrawals by Grade Level

FT016 – Retained Students

FY017 – Special Education Child Count

FT018 – Hours per Week in Primary Area

FT019 – Related Services

FT020 – Special Education Environment ages 6 & Above

FT024 – Gifted Students by Grade

FT025 – Remedial Education Program by Grade

FT026 – ESOL by Segments

FT027 – Special Education Environments Age 5 & Under

FT030 – Student Detail

FT031 – Percentage of Dropouts

FT032 – Duplicate Student IDs

FT033 – Dropouts who are Active in Another System

FTE Report Menu

FT035 – No-shows

FT036 – REP/Block Scheduling Exceptions

FT037 – Compared Birthdate/Gender to Prior Year in SR by GTID

FT039 – Students with E2567 with GTID Claim

FT040 – Duplicate Student ID, Race, Gender and DOB

FT041 – Special Education Exit

**FT042 – Special Ed.
Enrollment by Race/Ethnicity
Ages 6-21**

**FT043 – Special Ed.
Enrollment by Race/Ethnicity
Ages 3-5**

FT044 – Student Summary Report for Active Students

**FT045 – Special Ed. Student
Summary Report**

FT046 – E062 Duplicate GTIDs within District

FT049 – Students in Central Repository but not in FTE Cycle 1

FT050 – Demographic Comparison Report

FT051 – ELL by Primary Area and Race/Ethnicity

FT053 – Detail Students for W2991

FT055 – Enrollment in Early Intervention

FT054 – English Learner (EL) Student – No longer Monitored

FT055 – Enrollment in Early Intervention

**FT056 – SWD Student Count
by Primary Area and Service
Hours**

**FT057 – Related Service Hours by
Primary Area**

FT060 – Gifted Delivery Model

FT061 – English Language Learner

FT062 – Duplicated Demographic (W2675)

FT063 – SB10 Reported (E311)

FT064 – Error Comment Report

FT065 – FTE Compared GTID App (E043 & E133)

FT067 – Middle School with other segments

FT068 – Homeless Enrollment Students

FT069 – Environment – Other than Homeless

FR070 – Students enrolled in MOWR Programs

FT071 – International Exchange Students

**FT085 – All Special Education
Services by Primary Area**

FT086 – SWD Graduated Report

FT087 – Enrollment by Disability

FT091 – Students with Multiple GTIDs per Single Student ID Report

FT100 – System Sign-off

FT999 – All Funded and Non-funded Students

FT1000 – Show All Reports



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

Service Minutes per Week



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- Gov. Deal's Education Reform Commission is exploring changes to the QBE funding formulas. The complete report is available at:

<https://gov.georgia.gov/education-reform-commission>

Georgia Department of Education

Proposed Method of Reporting Service

- Calculate "Total Service Minutes per Week"
- All special education services a student receives during the school day and for extra-curricular activities, except for transportation*
- Services MUST be in the IEP
- Services must be in place during the week of the FTE Count
 - October 3 – 7, 2016

*exceptions to be discussed later

Calculating Minutes per Week



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaode.org

Calculating "Total Service Minutes per Week"

- Convert each service on the student's IEP to minutes per week
 - Minutes per day should be multiplied by 5
 - Minutes per week – no change
 - Minutes per month should be divided by 4
 - Minutes per quarter should be divided by 9
 - Minutes per semester should be divided by 18
 - Minutes per year should be divided by 36

Include...

Special Education Services **in the student's IEP:**

- Minutes of special education service in any classroom
- Minutes provided by any staff member (special education teacher, para, interpreter, OT, etc.)
- After school or extra-curricular activities (ex.: interpreter for football practice)
- Other services (related services such as OT, PT, nursing, etc.), **not transportation** unless student has a 1:1 para, bus monitor, nurse for transportation
- 1:1 para

Do Not Include...

- Students' service in GNETS
- Special Needs Preschool
- ISP (Individual Service Plan)
- Students attending one of the 3 State Schools
- Students whose IEP services are not in effect the week of the October FTE count

Do not report minutes per week of transportation unless the student has a 1:1 para, bus monitor, or nurse on the bus per the IEP

Examples:

- A student receiving services for math for 1 hour each day would be reported as **300 minutes per week**
- A student receiving services for all subjects, Math, Language Arts, Reading, Social Studies and Science for a total of 5 hours a day would be reported as receiving **1500 minutes per week**
- A student receiving 1 hour a day of service each for math and reading, 1 hour a week for Speech/Language, 30 minutes a week for OT would be reported as receiving **690 minutes per week**

Examples

- A student receiving 1 hour a day of service for all 5 content areas in a co-teaching setting (general education classroom) and a 1:1 para for all 6 classes (content areas plus specials) would be reported as receiving **3,300 minutes per week**
- A student in the GNETS program for 3 hours every day, in a co-teaching class (general education) 2 hours a day and a small group special education class 1 hour a day would be reported as receiving **900 minutes per week**

Examples

- A student receiving 6 hours a day of service in a special education small group class that has a para assigned to the class would be reported as receiving **1800 minutes per week** (no minutes for the para as the para is a program para not assigned to the student)
- A student receiving 5 hours a day of service in a special education classroom and a nurse assigned to the student all day (6 hours) who rides the bus to and from school with the student (45 minute bus ride each way) would be reported as receiving **minutes 3750 per week**

Please note:

- Primary Disability does NOT weigh in to the formula – no Program Code is reported for the new data element
- October 2016 data will NOT be used to generate 2017-2018 funding
- 2016-2017 and 2017-2018 funding will be based on the segment count using the QBE formula
- This count is not related to the Federal Hours per Week collection in FTE1 (October)

Service Minutes... and Segments



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- Districts will continue to report Segments for the FTE count in October 2016 and March 2107
- In anticipation of a possible future change we are asking IEP teams to begin writing IEPs reflecting the minutes per week students receive each service
- In October 2016 and March 2017 report both segments (the current reporting) **AND** Total Service Minutes per Week (new data element)

Please note...

- Students receiving services for less than 30 minutes per week would be consultative students served fully in the regular classroom and would *not be weighted*
- Methodology is based on number of minutes served during a week regardless of the student's disability
- The Federal requirement of Hours per Week is a different data element and will continue to be reported

Special Education Environments



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

SPECIAL EDUCATION ENVIRONMENT

is not used to compute any FTE earnings and should not be confused with the resource and self-contained delivery models associated with FTE funding

Special Education Environments



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

There are different definitions for environment for students:

- whose DATE OF BIRTH indicates an **age of 6 or above** (school age) as of September 1, and
- students whose DATE OF BIRTH indicates an **age of 5 or under** (preschool and K) as of September 1

Special Education Environments for Students Age 6 and Older



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- **Environment 1**

In the regular classroom at least **80%** of the school day

- **Environment 2**

In the regular classroom at least **40% but no more than 79%** of the school day

- **Environment 3**

In the regular classroom **less than 40%** of the school day

Race and Ethnicity Reporting
Requirements and Resources

Records Retention

School Count by Type

Student Data Security

Transmission Dates

Collections Documentation

Certified/Classified Personnel
Information (CPI)

End of Pathway Assessment (EOPA)

Free/Reduced Price Meal Eligibility

Full-Time Equivalent (FTE)/FTE Data
Survey

GUIDE Resources

Pre-ID Labels

Private School Data Collection

Student Class

Student Record (SR)

Teacher Class Data Collection

Full-Time Equivalent (FTE) refers to data collected for Quality Basic Education funding and is based on student enrollment and the education services provided by local school systems to students.

FY2016 FTE Data Survey

- FTE Data Survey Instructions
- FTE Data Survey Transmission Dates

*DOE Website – Data
Collections, Full Time
Equivalent (FTE)*

FY2016 FTE Resources

- FTE Transmission Dates
- FTE Coordinators
- GUIDE Coordinators
- FTE General Information
- FTE File Layout and Edit Rules
- FTE Data Element Detail: Cycles 1 and 3
- FTE Categories and Weights
- GNETS FAQ's
- Guidelines for Special Education Environments: Ages 5 and Under
- Guidelines for Special Education Environments: Ages 6 - 21
- Special Education Educational Environments Calculator: Ages 5 and under
- Special Education Educational Environments Calculator: Ages 6 - 21

***Guidelines
and
Calculator for
Age 6-21
Environments***

Prior Year FTE Resources

Children with Disabilities Ages 6-21 by Educational Environment

When reporting **Special Educational environments for children ages 6 through 21**, use the following decision rules to determine which environment to use when reporting each child. Please note the order of the categories for children with disabilities ages 6-21 does *not* reflect a continuum from least to most restrictive. All counts should represent the setting in which children with disabilities have been placed for educational services.

Calculating Time in Regular Education Classrooms

When determining the amount of time a child is in the regular classroom, you must divide the number of hours the youth spends inside the regular classroom by *the total number of hours in the school day (including lunch, recess and study periods)*. The result is multiplied by 100. **The time spent outside the regular classroom receiving services unrelated to the youth's disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.**

Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent **inside the regular classroom**.



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

Exceptional Students Educational Environments Calculator Students Ages 6 -21

Enter TOTAL number of minutes in the school day
(This includes lunch, recess and study periods.)

Teacher:

School:

Student ID	Total Number of minutes per week removed from general education classroom	Percentage of Time in a General Education Setting

- Environment 1
- Environment 2
- Environment 3



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Exceptional Students Educational Environments Calculator Students Ages 6 -21

Enter TOTAL number of minutes in the school day

(This includes lunch, recess and study periods.)

Teacher:

School:

Student ID	Total Number of minutes per week removed from general education classroom	Percentage of Time in a General Education Setting
	300	83%
	600	67%
	1100	39%

- Environment 1
- Environment 2
- Environment 3

Students Age 5 and Under Special Education Environment Codes



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

For Children who attend a Regular Early Childhood Program:

Environment A

- Children who attend a Regular Early Childhood Program at least 10 hours per week and receive the **majority** of their special education and related services **in the Regular Early Childhood Program**

Environment B

- Children who attend a Regular Early Childhood Program at least 10 hours per week and receive the **majority** of special education and related services **in some other location**

Students Age 5 and Under Special Education Environment Codes



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Environment C

- Children who attend a Regular Early Childhood Program less than 10 hours per week and receive the **majority** of their special education and related services in the **Regular Early Childhood Program**

Environment D

- Children who attend a Regular Early Childhood Program less than 10 hours per week and receive the **majority** of special education and related services **in some other location**



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Exceptional Students
Educational Environments Calculator

Children with Disabilities Ages 3-5 Attending a Regular Education Early Childhood Program

Student ID	Total Number of Hours per Week in Regular Early Childhood Setting	Total Number of Hours per Week of Special Education Services Delivered in a Regular Early Childhood Setting*	Total Number of Hours per Week in Special Education Services Delivered In Other Settings	Total Number of Hours per Week **	Regular Early Childhood At Least 10 Hours Per Week	Regular Early Childhood Less Than 10 Hours Per Week
				0		
				0		
				0		
				0		
				0		
				0		
				0		
				0		
				0		
				0		

No zeros must be at least 1 hour per week in regular early childhood setting

Environment A
Environment B
Environment C
Environment D

*Column C is a subset of Column B
**Column E = Column B + Column D



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaode.org

Exceptional Students Educational Environments Calculator

Children with Disabilities Ages 3-5 Attending a Regular Education Early Childhood Program

Student ID	Total Number of Hours per Week in Regular Early Childhood Setting	Total Number of Hours per Week of Special Education Services Delivered in a Regular Early Childhood Setting*	Total Number of Hours per Week in Special Education Services Delivered In Other Settings	Total Number of Hours per Week **	Regular Early Childhood At Least 10 Hours Per Week	Regular Early Childhood Less Than 10 Hours Per Week
	10	10	20	30	Environment B	
	28	10	2	30	Environment A	
	5	5	0	5		Environment C
	5	5	25	30		Environment D
				0		
				0		
				0		
				0		
				0		

Environment A

Environment B

Environment C

Environment D

*Column C is a subset of Column B

**Column E = Column B + Column D

Students Age 5 and Under Special Education Environment Codes

Children Attending a Special Education Program:

If the child does **not attend** a regular early childhood program or kindergarten, **report the child according to the location of the special education program.** Report the child in one of these environments even if the child also receives special education at home or in a service provider location.

- **Environment E** Special Education Classroom
- **Environment F** Separate Schools
- **Environment G** Residential Facilities

Special education program: A program that includes fewer than 50% nondisabled children.

Learning Targets

1. I can explain the difference between FTE reporting and the Federal Child Count
2. I know how to use the environment calculators for preschool and school age children.
3. I can explain the impact the environment data have on my SPP/APR

Georgia Department of Education

Answers

Carol Seay

cseay@doe.k12.ga.us

404-463-1713

Georgia Department of Education