

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

GEORGIA DEPARTMENT OF EDUCATION (GADOE)

Office of Technology Services - Technology Management

FY2016 FTE Data Collection

General Information

Official State Student Count
FTE 1 - October FTE Enrollment
FTE 3 - March FTE Enrollment

REVISION HISTORY

DATE	DESCRIPTION
6/10/2015	Initial document revision for FY2016
7/29/2015	FISCAL AGENT and DUAL ENROLLMENT TYPE no longer reported. Struck through references to these data element throughout the document. PROGRAM CODE 'M' no longer valid; updated document to reflect this change.
1/26/2016	TOTAL SERVICE MINUTES

FTE GENERAL INFORMATION

Introduction

The Quality Basic Education (QBE) Act *requires* local school systems to report student enrollment in terms of Full-Time Equivalent (FTE) students. State funding for the operation of instructional programs are generated from FTE data reported by local school systems.

Through the Office of Technology Services, the Georgia Department of Education (GaDOE) provides local school systems with technical assistance and support in reporting Full-Time Equivalent (FTE) data. Under the authority of O.C.G.A. 20-2-160, 20-2-161, 20-2-161.1, 20-2-161.2, 20-2-182, and Georgia Board of Education Rule 160-5-1-.07 STUDENT DATA COLLECTION, the information contained in the FTE documentation outlines the guidelines, processes and procedures for ensuring uniform reporting of data.

The Data Collection - FTE Website

Full-Time Equivalent (FTE) documentation is located on the Georgia Department of Education – Data Collection website. The resources on the website are intended to be used by FTE Coordinators, and other school system employees, as a framework for answering questions about the FTE reporting process. As information changes, every effort is made to update either the date tag on the website or the date information in the footer. In addition, the updated and the revised sections are **highlighted** in the documents. All documents on this website can be printed and placed in a binder for easy reference. The documentation is updated annually *and* as FTE information or processes change.

FTE Information on the FTE Resources Website	
FTE General Information	FTE Coordinators Contact Information
FTE Data Elements Details for Cycles 1 and 3	Guidelines for Reporting Special Education Environments Information
FTE Categories and Weights	Guidelines for Reporting Special Education Environments Calculators
FTE File Layout and Edit Rules	GNETS FAQ

FTE GENERAL INFORMATION

This document provides a summary of common terms, standard definitions, and information on FTE processes and resources.

FY2016 Reminders

ALL SPECIAL EDUCATION SERVICES

- Students eligible for special education services who are reported with a **SPECIAL EDUCATION ENVIRONMENT** Code of "0" or "J" (Parentally Placed in Private School) and have an ISP are reported with an **ALL SPECIAL EDUCATION SERVICES** code of 'S'.
- If a student with a disability has an IEP or ISP and is not receiving services during the fall semester due to scheduling, but will receive services in the spring, then code the student as receiving the services with IEP (Y) or ISP (S).
- Students eligible for special education services who are reported with an **SPECIAL EDUCATION ENVIRONMENT** Code of "0" or "J" - Parentally Placed in Private School but are *NOT* receiving proportionate share services and *do not* have an ISP are reported with an **ALL SPECIAL EDUCATION SERVICES** code of 'N'.

PRIMARY AREA

The **PRIMARY AREA** is reported when the special education exit **EVENT DATE** is during the current **FISCAL YEAR** and *prior* to the FTE Cycle 1 count date. The **PRIMARY AREA** is not reported when the special education exit **EVENT DATE** is from a prior **FISCAL YEAR**.

STATE and COMMISSION CHARTERS

Students enrolled in a STATE or COMMISSION Charter School must be reported with **RESIDENT STATUS CODE** = '2'. This indicates the student is enrolled based on the consent of the system to accept the student. State and Commissioned Charters do not have geographic boundaries which would enable them to report the students as residents of the Charter school system. NOTE: **RESIDENT STATUS CODE** = '2' is funded.

TOTAL SERVICE MINUTES represents the total number of minutes for all IEP services provided the week of the FTE count. Districts should report the total number of minutes for all IEP services which were in effect the week of the FTE count. Report for active students only.

Exception: Students that meet the following criteria should not report TOTAL SERVICE MINUTES. Leave field null.

- Students in grade level PK
- Students with a service plan (ISP) or No IEP
- Students reported by State Schools

TOTAL SERVICE MINUTES categories are:

Category A = 30 to 360 minutes (6 hours) per week

Category B = 361 to 900 minutes (6+ to 15 hours) per week

Category C = 901 to 1800 minutes (15+ to 30 hours) per week

Category D = 1801 to 3600 minutes (30+ to 60 hours) per week

Category E = more than 3600 minutes (60+ hours) per week

Situations that do not earn FTE

FTE is not earned in these situations:

- ❑ Students whose **GRADE LEVEL** is Pre-Kindergarten (**PK**), Underage Kindergarten (**UK**), or Underage First Grade (**UI**)
- ❑ Students who are either overage or underage as of September 1 of the current **FISCAL YEAR**
- ❑ Students who are not present for at least 1 of the 10 days prior to the FTE count day
- ❑ Students who have a **RESIDENT STATUS CODE** = '5' (out-of-state student)
- ❑ Any **PROGRAM CODE** segment reported with one of the following:
 - **PROGRAM CODE** = 'O' -- Other, non-State funded; *OR* for any Pre-K
 - **PROGRAM CODE** = '4' -- student receiving GNETS Program services
 - **PROGRAM CODE** = 'N' -- student is in Study Hall that segment

Common Terms and Standard Definitions for FTE

FEDERAL SPECIAL EDUCATION CHILD COUNT

All students age 3 -21 eligible for special education services should be reported with the appropriate **PRIMARY AREA** regardless of services or **PROGRAM CODE** reported for the count day. **Cycle 1 includes the Federal Child Count - Special Education data. The data elements include HOURS PER WEEK, PRIMARY AREA, RELATED HOURS, ALL SPECIAL EDUCATION SERVICES, SPECIAL ED ENVIRONMENT, and GAA FLAG.**

FTE

FTE (Full-Time Equivalent) reporting refers to the state funding mechanism based on the student enrollment and the educational services local school systems provide for the students. Educational programs are divided into seventeen state-funded categories. A specific funding weight is assigned to each category. The base amount of money received for each FTE student is determined by the Georgia General Assembly. Refer to O.C.G.A. § 20-2-161 for information concerning the QBE formula.

FTE COORDINATOR

Each local school system superintendent appoints one person to be the FTE Coordinator. The FTE Coordinator is the liaison between the local school system and GaDOE in matters regarding the reporting of FTE data.

The FTE Coordinator's responsibilities include (but are not limited to):

1. Collecting all FTE data from ALL schools in the system.
2. Consolidating the FTE data for the school system.
3. Verifying the accuracy of the FTE data.
4. Transmitting the FTE data to the Georgia Department of Education.
5. Communicating with personnel at the Georgia Department of Education, as needed.

FTE COUNT DAY

Each FTE cycle has a specific date designated as the *FTE Count Day*. Data collected on the count day during Cycle 1 and 3 can be thought of as a "snapshot" or "point in time" of the scheduled instructional services

provided to students on that specific date.

FTE CYCLES

The FTE cycle is a set period of time, during which school districts submit data required for state reporting to the Georgia Department of Education. Each FTE cycle has a start date (*FTE Count Day*) and end date (sign-off date).

Cycle 1 and 3 collect data used for QBE funding and official enrollment counts. FTE funds are earned based on the program weights and **PROGRAM CODE** segments reported in Cycles 1 and 3. In addition, Cycle 1 collects *Federal Child Count Special Education* data elements, which reflect the *services* provided to the student for the entire school year. The collection cycles are required by state law and are somewhat different in *population*.

- FTE Cycle 1 - Active and withdrawn students are reported.
- FTE Cycle 3 - Only active students are reported.

FTE FUNDING PROGRAM CATEGORIES

A funding category is a state-authorized instructional program as listed in the QBE Act. The seventeen program categories for FTE funding are:

Kindergarten	Gifted Education
Grades 1-3	Grades 6-12 Remedial Education
Grades 4-5	High School Vocational Laboratories
Grades 6-8 (Middle Grades Program)	Special Education Category I
Grades 6-8 (Middle School Program)	Special Education Category II
Grades 9-12	Special Education Category III
Kindergarten Early Intervention Program (EIP)	Special Education Category IV
Grades 1-3 Early Intervention Program (EIP)	Special Education Category V
Grades 4-5 Early Intervention Program (EIP)	

FTE PROGRAM WEIGHT

The program weight is the numerical factor used in determining FTE funding. The assigned weight (value) for a FTE category/program is determined by the cost of providing the state-funded courses approved by the Georgia Board of Education. The FTE Weights Committee, with input from state and local educators, determines the costs assigned to each FTE category. Review the ***FTE Categories and Weights*** document, on the Data Collection - FTE website, for detailed information.

- ❖ See FTE Weight Formulas on last page of this document.

FTE RECORD

- One FTE record represents all of the reported information (data) for one student.
- See **Data Elements Detail for Cycles 1 and 3** on the Data Collection - FTE website for definitions of each of the data elements collected.

GTID

All students must have a **GTID**. The **GTID** is the 10-digit unique testing identifier created in the GUIDE application. All **GTID**'s reported for students must also be found in the GUIDE application. Students transferring between districts should already have a GTID. A new **GTID** should only be generated if the student has never been given a **GTID** while enrolled in a Georgia public school. Before generating a new **GTID** for a student, very carefully verify the student has NEVER had a **GTID** so that the student's records are not lost, or duplicated.

PROGRAM PARTICIPATION

FTE provides an enrollment count of students as well as an indication of program participation based on the instructional services received during the six segments. Program participation is identified in the following ways:

1. Assigned **PROGRAM CODES** for each 1/6 segment of the school day;
2. Program participation flags or coding such as ESOL, Title I (Homeless, Neglected/Delinquent status, Alternative Education, and EL eligibility status).

STUDENT ID NUMBER

All students must have a **STUDENT ID**. While the majority of students report the social security number for FTE, some students choose to receive a social security-like number. These state-provided numbers, also known as FTE numbers, are provided for students who do not wish to provide a social security number. Districts may request these numbers by contacting Customer Support (see last page for contact information).

FTE FUNDING CRITERIA

Funding for FTE is determined according to the requirements outlined in state law, federal law and program enforcement. Some of those requirements include the following:

Eligibility for Enrollment in School – Students that have attained age 5 by September 1 are eligible for enrollment in the appropriate general education programs authorized in state law. General education students who have reached the age of 20 by September 1, or have received high school diplomas, or the equivalent, are not eligible for enrollment. Students with disabilities are eligible for enrollment through age 21, or until they receive a high school, or the equivalent. The term regular high school diploma does not include an alternative degree that is not aligned with the State's academic standards such as a special education diploma, certificate of attendance or a general educational development credential (GED). [34 C.F.R. § 300.102(a)(3)(iv)]. In addition, the law notes an exception for students who were legal residents of another state. See *O.C.G.A. 20-2-150*.

1. Six Segments: The FTE report must indicate the student's specific assigned program for each one-sixth segment of the school day on the designated reporting date. See *O.C.G.A. 20-2-160*. The following types of courses, or any other course identified by the Georgia Department of Education, are not eligible for FTE funding:
 - Courses identified as study hall, or non-credit courses;
 - Enrichment courses, or courses which require participation in an extracurricular activity, for which enrollment is on a competitive basis;
 - Courses in which student serves as a teacher assistant, office assistant, or library aides;
 - Courses for which no outline of course objectives is prepared or does not dedicate a major portion of the class time toward meeting state-approved curriculum requirements
2. Prior Ten Days: A student must have attended class for at least one of the prior ten school days before the FTE count date.
3. Enrolled in an Instructional Class: A student must be enrolled in an instructional program to earn FTE funding for that segment. The student must be regularly scheduled to receive services on the count day. Funding should be based on the student's needs and the ability of the school to regularly schedule those services. Student schedules should not be rearranged for the purpose of earning FTE funding.
4. Resident Status: FTE funding is earned for students that are residents of a Georgia public school district. Out of state students do not earn FTE funding.
5. Class Size: Schools must meet Class Size requirements as defined in state law and state board of education policy. Local boards of education not complying with maximum class size requirements shall be subject to a complete loss of funding for the entire class or program that is out of compliance. For additional information, refer to Georgia Board of Education *Rule 160-5-1-.08 CLASS SIZE*. *For FY2016, the State Board of Education issued a resolution granting an exemption from all statutory and regulatory class size maximums for any local education agency whose board submits a resolution to the Georgia Department of Education.*
6. Program Requirements: Various programs have additional program requirements that must be met in order for students to earn FTE funding. For example, teacher certification/training may be a requirement as well as differentiated instruction and eligibility assessment.

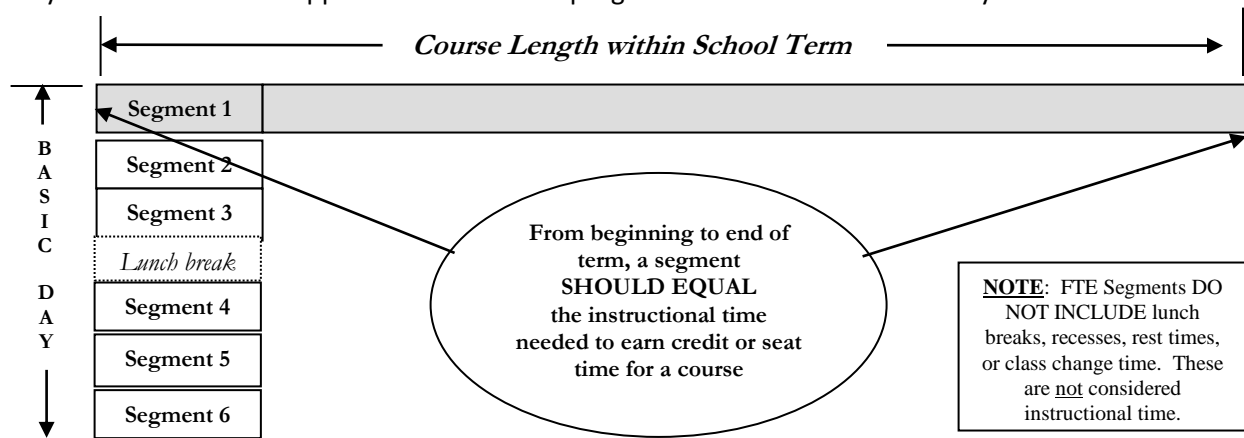
Data Collected in FTE Cycles 1 and 3

FTE CYCLE	CYCLE 1	CYCLE 3
PURPOSE	STATE FUNDING and ENROLLMENT	STATE FUNDING
WHO TO REPORT	<u>ALL</u> STUDENTS	<u>ACTIVE</u> STUDENTS
WHEN	OCTOBER	MARCH
DATA ELEMENTS * Data Elements required for this cycle only Data Elements are listed in the order found on the FTE Data File Layout	SYSTEM	SYSTEM
	FISCAL YEAR	FISCAL YEAR
	REPORT PERIOD	REPORT PERIOD
	STUDENT ID	STUDENT ID
	SCHOOL	SCHOOL
	GRADE LEVEL	GRADE LEVEL
	PRIOR TEN DAYS	PRIOR TEN DAYS
	RESIDENT STATUS CODE	RESIDENT STATUS CODE
	SYSTEM OF RESIDENCY	SYSTEM OF RESIDENCY
	PROGRAM CODE (SEGMENTS 1-6)	PROGRAM CODE (Segments 1-6)
	ALTERNATIVE EDUCATION PROGRAM	ALTERNATIVE EDUCATION PROGRAM
	WITHDRAWAL DATE *	
	LOCATION OF ENROLLMENT (Segments 1-6)	LOCATION OF ENROLLMENT (Segments 1-6)
	FISCAL AGENT (Segments 1-6)	FISCAL AGENT (Segments 1-6)
	ESOL- ITINERANT	ESOL- ITINERANT
	ESOL NON-ITINERANT	ESOL NON-ITINERANT
	GENDER	GENDER
	ETHNICITY	ETHNICITY
	RACE (Indian, Asian, Black, Pacific, White)	RACE (Indian, Asian, Black, Pacific, White)
	WITHDRAWAL REASON*	
	DIPLOMA TYPE *	
	STUDENT STATUS	STUDENT STATUS
	SCHOOL ENTRY CODE *	
	ENVIRONMENT	ENVIRONMENT
	REPORT TYPE	REPORT TYPE
	DATE OF BIRTH	DATE OF BIRTH
	TRANSPORTED (Segments 1-6)	TRANSPORTED (Segments 1-6)
	SUPPLEMENTAL SPEECH (Segments 1-6)	SUPPLEMENTAL SPEECH (Segments 1-6)
	ITINERANT TEACHER (Segments 1-6)	ITINERANT TEACHER (Segments 1-6)
	INCLUSION (Segments 1-6)	INCLUSION (Segments 1-6)
	HOURS PER WEEK (Per Disability) *	
	PRIMARY AREA	PRIMARY AREA
	RELATED HOURS (Per Service Category) *	
	ALL SPECIAL EDUCATION SERVICES	ALL SPECIAL EDUCATION SERVICES
EL (English Learner)	EL (English Learner)	
SPECIAL EDUCATION ENVIRONMENT *		
GTID	GTID	
GIFTED DELIVERY MODEL (Segments 1-6)	GIFTED DELIVERY MODEL (Segments 1-6)	
EVENT CODE *		
EVENT DATE *		
GAA FLAG *		
PREVIOUS STUDENT ID	PREVIOUS STUDENT ID	
LAST NAME	LAST NAME	
FIRST NAME	FIRST NAME	
DUAL ENROLLMENT TYPE	DUAL ENROLLMENT TYPE	
MIDDLE NAME	MIDDLE NAME	

REPORTING OF SEGMENTS

FTE INSTRUCTIONAL SEGMENT

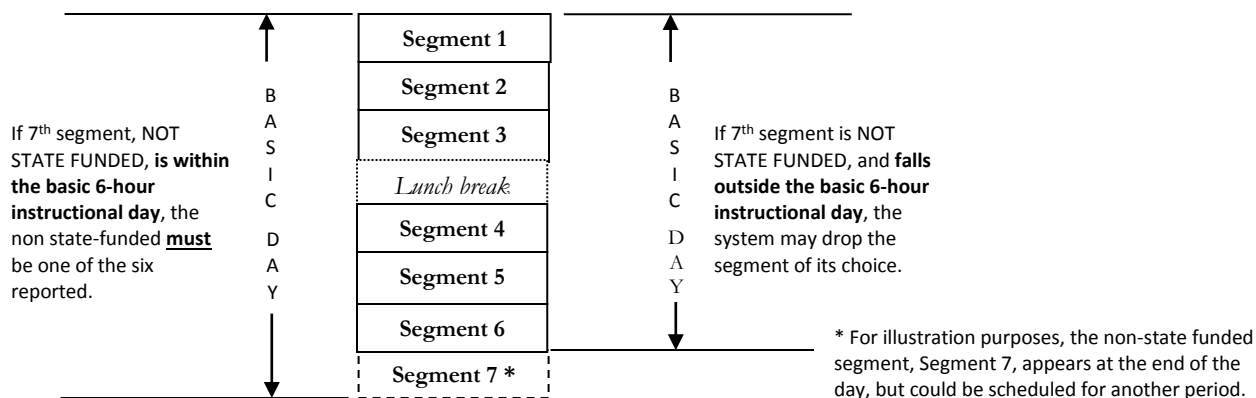
One FTE (Full-Time Equivalent) is equal to six “instructional segments”. An instructional segment is the service provided to a student during one-sixth of an academic day. For purposes of reporting FTE, the academic day is thought of as being divided into six equal segments of instructional time. FTE funding is only allocated for state-approved instructional programs for the basic six-hour day.



Every student's FTE record must include a **PROGRAM CODE** for all six segments. If a valid **PROGRAM CODE** is not reported for all segments, the record will be rejected when it is processed by the GaDOE, and the school district will receive an error message. If the student is not scheduled for a state-approved course, the segment must be coded as non-state funded (**PROGRAM CODE = 'O'**). Pre-kindergarten regular education students (REPORT TYPE='R') must report all six segments with **PROGRAM CODE = 'O'**.

REPORTING 7 SEGMENTS:

If all seven **PROGRAM CODE** segments are eligible for state funding, the system may drop the segment of its choice; however, if a system schedules seven shortened segments and uses one of them to offer a non state-funded course or program, the non state-funded course must be one of the six segments reported. If a system adds a seventh segment above the basic six-hour instructional day, either before or after the regular instructional day, the system may drop the segment of its choice.



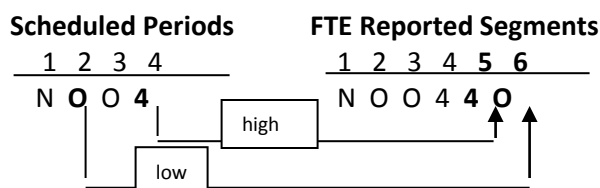
REPORTING SEGMENTS FOR BLOCK SCHEDULING:

If a system uses a non-traditional student schedule, such as Block Scheduling, which results in four-period instruction day, that system must report FTE outlined as follows:

- **Cycle 1** (October Count) the system will report the four classes that are scheduled on the official state FTE count day as the first four segments. Segments five and six will be obtained from the day before the count and will consist of one segment reflecting the highest weight code for the student on that day, and one segment reflecting the lowest weight code for that day.
- **Cycle 3** (March Count) the system will report the four classes that are scheduled on the day before the official state FTE count day as the first four segments. Segments five and six will be obtained from the day of the official count day and will consist of one segment reflecting the highest weight code for the student on that day and one segment reflecting the lowest weight code for the student on that day.

RULES FOR DETERMINING THE HIGHEST AND LOWEST WEIGHTS:

1. If at least two of the **PROGRAM CODES** to choose from include a '4' and an 'N' or 'O' (*all are 0.00 weight*), always choose the **PROGRAM CODE** = '4' to report as the lowest weighted code. This will allow the SED facility to receive funding even though it is recognized as 0.00 weight.
2. If all **PROGRAM CODES** to choose from have 0.00 weight, but one **PROGRAM CODE** is a '4', then report the '4' as the high weight and report one of the other 0.00 weight codes for the low weight. For Example, assume that **PROGRAM CODES** for segments 1-4 have already been determined ('N', 'O', 'O', and '4'). According to the above rule (No. 1), the high weight **PROGRAM CODE** that is selected is '4' and the low weight **PROGRAM CODE** that is selected is 'O'.



3. If segments to choose from include **PROGRAM CODE** = 'N' or 'O' (*all are 0.00 weight*), ignore *both* of these **PROGRAM CODES** and choose the lowest code that is actually weighted. For Example, assume the **PROGRAM CODES** for segments 1-4 have been determined ('D', 'N', 'O', and 'K'). **PROGRAM CODE** = 'K' is selected and reported for the highest weight and **PROGRAM CODE** = 'D' is selected and reported for the lowest weight. **PROGRAM CODE** 'D' is the lowest weighted because **PROGRAM CODES** 'N' and 'O' carry no funding weight.

Scheduled Period	FTE Reported Segments
1 2 3 4	1 2 3 4 5 6
D N O K	D N O K K D

SCHEDULING DUAL ENROLLMENT:

DUAL ENROLLMENT SCENARIOS	REPORTING INSTRUCTIONS
The student is enrolled full-time (12 or more credit hours) in a post-secondary school under MOWR PSO-Accel and is not taking any classes at the high school.	Report all 6 segments with PROGRAM CODE = '6' or '7' and specify the DUAL ENROLLMENT TYPE , LOCATION OF SERVICE and FISCAL AGENT for each segment.
Student is enrolled in Post-Secondary school under MOWR PSO-Accel , but is also taking classes at the high school. (i.e. Student has more than 6 classes on schedule)	Report the six (6) PROGRAM CODE segments of choice.
Student is on block schedule and has one or more PROGRAM CODE segments for MOWR PSO-Accel . Vendor Implication: The vendor will need to determine if the PROGRAM CODE = 'M' '6' or '7' segment is the 5th or 6th segment based on either the equivalent general education instruction (PROGRAM CODE = 'D') OR the equivalent vocational education instruction (PROGRAM CODE = 'K') via the DUAL ENROLLMENT TYPE .	Report a segment representing the PROGRAM CODE for each of the 4 classes. PROGRAM CODE segments 5 and 6 will be the highest and lowest weighted PROGRAM CODE . If PROGRAM CODE = '6' or '7' represents the highest or lowest segment (DUAL ENROLLMENT TYPE), then report the PROGRAM CODE appropriate to that segment.
Student has less than 6 segments and is not on a block schedule.	Report the segment representing the PROGRAM CODE for each of the classes.

USING "SKINNIES" WITH BLOCK SCHEDULING:

A skinny is a 45-minute segment of time embedded in a block schedule. There are two skinnies in one 90-minute block of time. Depending on how the school chooses to schedule, skinnies can be incorporated into the schedule in a number of ways as shown below.

- Scenario A: 3 '90 minute blocks' and 2 '45-minute skinnies' equals a total of 5 segments
- Scenario B: 2 '90 minute blocks' and 4 '45 minute skinnies' equals a total of 6 segments
- Scenario C: 1 '90 minute block' and 6 '45 minute skinnies' equals a total of 7 segments
- Scenario D: 4 '90 minute block' (regular block) equals a total of 4 segments with 5 and 6 following guidelines
- Scenario E: All 45 minutes skinnies (traditional schedule with shortened periods) equals a total of 8 segments

The question of counting segments results because of the variation in time of the regular 90-minute block when compared to the 45-minute skinny. The initial question came up because the 90-minute segments involved were more time than the 45-minute segments, and the question was whether the 90-minute segment would count for more. The answer is they are treated the same. A 90-minute segment is counted as one segment. A 45-minute segment is counted as one segment.

In each of these scenarios, each block or skinny represents one segment. For each scenario, districts are to use the established guidelines for 5 segments (6th segment is the one that occurs most often in student's schedule), 6 segments (pull those 6 segments), and 7 or more segments (report the 6 segments of choice, unless one is non-state funded - See section on reporting 7 segments).

REPORTING SEGMENTS FOR A FIVE PERIOD DAY

If a system uses a non-traditional student schedule, such as a five-period day, which results in five extended periods during the instructional day, that system must report FTE as follows:

- Report the five classes scheduled on the official state FTE count day as the first five segments.
- Segment six will be obtained from the segment that occurs most often in the schedule.

FTE Weight Formulas

UNWEIGHTED FTE

An unweighted FTE is the sum of all segments reported for a given program, divided by six and rounded to the nearest whole number. It does not represent a particular student. A particular student may have several different FTE unweighted categories (e.g., GRADE LEVEL '09' - '12', Vocational Lab, Gifted) assigned during an academic day. Therefore, the services the student receives may show up in the totals of different unweighted FTE categories.

➤ **Unweighted FTE = Rounded ((Sum All Segments) / 6)**

WEIGHTED FTE

A weighted FTE is the unweighted FTE multiplied by the Program Weight:

➤ **Weighted FTE = Unweighted FTE X Program Weight**

REQUESTS FOR ASSISTANCE

If you need assistance with any aspect of reporting data, accessing our website or have general questions, please contact the Information Technology Customer Support by one of the following methods:

- ❑ For the **quickest response**, *email* Technology Customer Support at [**dticket@doe.k12.ga.us**](mailto:dticket@doe.k12.ga.us)