FTE and CTI Services
Back to the Basics: Making Sense of FTE for Appropriate Program Funding

You may be wondering:

- What is FTE, and why is it important for CTI Coordinators to understand FTE?
- What is the difference between consultative, collaborative, and co-taught CTI services?
- What is the minimum amount of time a student should receive for consultative services to receive FTE funding?
- Is there an amount of time that is best?
- How can scheduling CTI services at the beginning of the semester make a difference in FTE?
- Do the types of disabilities and numbers of students served make a difference in FTE earnings?
- Do additional segments always result in additional funding?

What is FTE?

- 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

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FTE: General Information

FTE reporting refers to the state funding mechanism based on:

- student **enrollment,** and

- **educational services** local school systems provide for the students.

FTE Count Day

Data collected on the count day can be thought of as a "picture" of the instructional services scheduled to be provided to each student by the local school system on that specific date.

Two count days per year—October and March

FTE: General Information

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.**

One FTE *may* reflect services provided to six different students.

Refer to Georgia Board of Education Rule 160-5-1-.02 SCHOOL DAY FOR STUDENTS.

FTE: General Information

FTE Funding Program Categories

A **funding category** is a state-authorized instructional program as listed in the QBE Act.

- Special Education has **5 categories**.

FTE Program Weight

The program **weight** is the numerical factor used in determining FTE funding.

- Each of the **5 categories** has a different weight.

Program Codes

For **most** special education segments, the Program Code is the **Primary Disability Code**:

- 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

Program Code Exceptions

Traumatic Brain Injury, and Significant Developmental Delay

- Should be coded using the program code that best describes the student's current needs.

Autism – 6 is the Disability code – but NOT the segment code

TBI – 7 is the Disability code – but NOT the segment code

SDD – 8 is the Disability code – but NOT the segment code

GNETS - 4

- Segments taught by GNETS teachers are reported with a **program code of 4** regardless of disability.

- **A student in a GNETS program who is in a CTI class is generally NOT being taught for that segment by a GNETS teacher and therefore would be coded with the appropriate disability code and not the GNETS code of "4".**

Class Size Rule for Funding: Code: IEC 160-5-1-.08

Resource and self contained are NOT service delivery options

Resource Delivery

- Instruction for students with disabilities outside the regular classroom for 3 or fewer segments of the instructional day;
- This rule is silent on class size for inclusion,
- DOE guidance: follow this rule for inside the regular classroom also

(note – this is the class size rule for funding, not the special education LRE rule)

Self-Contained Delivery

- Instruction for students with disabilities in one area of exceptionality for 4 or more segments of the instructional day

Resource and Self-contained

- Not service delivery options
- "Resource" is no longer used to refer to the type of classroom where services are delivered.
  - "Resource" is no longer in the state rule for placement.
  - "Resource" is not an option for delivery of services.
  - "Resource is used (in the funding rule) to describe the amount of service a student is receiving.
  - One, Two or Three segments of service (regardless of the setting) is called "resource".

Resource and Self-contained

- "Self-contained" is not a classroom.
  - "Self-contained" is no longer in the state rule for services options.
  - "Self-contained" is not in the continuum of services.
  - "Self-contained" is used (in the funding rule) to describe the amount of service a student is receiving.
  - Four, Five or Six segments of service (regardless of the setting) is called "self-contained".

- Please refrain from referring to a child's setting as "Resource" or "Self-contained".

- The Rule states the option as *"Instruction outside the general classroom for individuals or small groups".*

FY20 FTE Weights and Categories

Primary Area and Codes	1 Segment	2 Segments	3 Segments	4 Segments	5 Segments	6 Segments
Level 1						
S/L-SC (3)						
SLD-SC (U)						
2.4104				$4,473.17	$5,591.47	$6,709.76
Level 2						
MID (P)						
2.8379	$1,316.63	$2,633.26	$3,949.89	$5,266.52	$6,583.15	$7,899.78
Level 3						
MOID (Q)						
SID (R)						
EBD (T)						
SLD-R (U)						
OI-SC (V)						
HH-SC (W)						
DHH-SC (X)						
OHI-SC (Y)						
S/L-R (3)						
3.6158	$1,677.53	$3,355.06	$5,032.60	$6,710.13	$8,387.66	$10,065.19
Level 4						
PID (S)						
OI-R (V)						
HH-R (W)						
DHH-R (X)						
OHI-R (Y)						
VI (Z)						
Deaf/Blind (2)						
5.8658	$2,721.41	$5,442.82	$8,164.23	$10,885.63	$13,607.04	$16,328.45
Level 5						
Inclusion Codes 4-8						
2.4727	$1,147.20	$2,294.39	$3,441.59	$4,588.79	$5,735.98	$6,883.18
Base Funding (D)						
Weight = 1.0000	$463.95	$927.89	$1,391.84	$1,855.78	$2,319.73	**$2,783.67**
6 segments = 1 FTE						

Direct Service: Inclusive Instruction

Consultative Services

- STUDENT is Served according to the IEP, at least one hour per month to be funded
- At least half of segment on day of count.
- Report a **Special Education Program Code** and **Inclusion Code '9' or '3'** **('3' is NEW!)**
- **Inclusion Code '9' = Special Education Teacher providing service (including CTI)**
- **Inclusion Code '3' = SLP providing service**
- Inclusion Codes '9' and '3' may only be used with a Special Education Program Code
- Inclusion Codes '9' and '3' are informational and not used for funding.
- Report an additional teacher
- Content Area Course Number for the class is xx.0

Direct Service: Inclusive Instruction

Collaborative Services

- <100% of a segment
- At least 50% of segment on day of count
- Report a **Special Education Program Code** and **Inclusion Code '9' or '3'** **('3' is NEW!)**
- Report an additional teacher
- Content Area Course Number for the class is xx.9

Co-Teaching

- 100% of a segment every time the class meets
- Report a **Special Education Program Code** and **Inclusion Code '9'**
- **or '3'** **('3' is NEW!)**
- Report an additional teacher
- Content Area Course Number for the class is xx.9

Direct Service: Supportive Services

Supportive Services

- Services are provided TO THE STUDENT At least 50% of segment on day of count
- Report a **General Education Program Code**
- **Report an Inclusion Code of '4', '5', '6', '7', or '8'**
- '4' Paraprofessional
  '5' Interpreter
  '6' Job Coach
  '7' Assistive or Other personnel
  '8' Teacher-Not a Special Education teacher
- **Report an Additional Teacher only with Inclusion Code '8'**
- **Each inclusion code above earns the same funding**
- Content Area Course Number for the class is xx.0

Direct Service: Small Group or Individual Instruction

Small Group or Individual Instruction

- At least 50% of segment on day of count
- Report a **Special Education Program Code**
- **DO NOT report an Inclusion Code**
- Content Area Course Number for the class is xx.8

Please note…

- Students receiving services for less than 30 minutes per week OR less than half of a segment on Count Day would be reported as served fully in the regular classroom and would *not be reported with any special education segment codes or inclusion codes.*

Non-Traditional Schedules

Five Segment Day	Seven + Segment Day	Block Schedule	Block Schedule with Skinnies
A. Report first five segments as scheduled. B. Sixth segment is the program code that occurs most in first five segments.	A. All seven segments state funded, drop segment of your choice. B. If any segment is not state funded, **non-funded must be reported as one** of the six segments.	A. FTE1, first four segments reported as they occur on the day of the count. Segments 5 and 6 are the **lowest and highest weights on the day before the count.** B. FTE3, first four segments are from **the day before the count**. Segments 5 and 6 are the **lowest and highest weights on the day of the count.**	A. When counting segments, 90- and 45-minute segments count the same. B. Use the guidelines for 5 segment day or 7 segment day as appropriate. Report 6 segments as they occur.

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Student H, Block Schedule

Eligibility:	Other Health Impaired					
Grade:	10th , Daily schedule					
Subject	Math	Science	Physical Education	Elective	Report Lowest (P.E)	Report Highest (Math)
IEP says:	Co-teaching	Co-teaching	General Education	Additional Supportive Services	General Education	Co-teaching
Program Code:	Y	Y	D	D	D	Y
Inclusion Code:	9	9		4		9

Funding Category: 4 & 5

Special Education FTE earnings: $8,164.23 + $1,147.20= $9,311.43

Special Education Teacher Certification: General Curriculum

Student I, A/B Block Schedule

Eligibility:	Specific Learning Disability					
Grade:	10th, Tuesday schedule					

Report the highest and lowest weighted segment from the day before for segment 5 & 6

Subject	Math	Science	English	Elective	Report Lowest from Monday (P.E)	Report Highest from Monday (Social Studies)
IEP says:	Co-teaching	Co-teaching	Co-teaching	General Education	General Education	Co-teaching
Program Code:	U	U	U	D	D	U
Inclusion Code:	9	9	9			9

Funding Category: 1

Special Education FTE earnings: $4,473.17

Special Education Teacher Certification: General Curriculum

CTAE/CTI (Lab Class)
Career, Technical & Agricultural Education; Career Technical Instructor

Service	Codes	Conditions
IEP says: Career, Technical & Agricultural Education: **Direct Instruction** • Consultative, or • Collaborative or • Co-taught	Report: • Student's **Program Code** that corresponds with their Primary Area • **Inclusion code** '9' If • Student served in CTAE class AND • Student is served by CTI	The CTI services • must be included in the student's IEP and • the CTI must provide **regularly scheduled direct instruction** to the student on the day of the count for at least ½ of the segment Note: If a student with disabilities is enrolled in CTAE and *CTI does not provide direct instruction* to the student on the day of the count, • Report K (program code for CTAE) (No special education

CTAE/CTI (Work Based Learning)

Service	Codes	Conditions
IEP says: Career, Technical & Agricultural Education: • Work-Based Learning • **Direct services** • **Small Group or Individualized Instruction**	Students participating in CTAE Work-Based Learning and • Receiving ***direct services*** *from the CTI or other special education teacher* • Report with a Student's **Program Code** associated with his/her Primary Area • **Do not report an inclusion code**	• The direct services must be included in the student's IEP and provided to the student on the day of the count for at least ½ of the segment. • If a student with disabilities is enrolled in CTAE and **receives no direct services on the day of the count**, then the student should be reported with CTAE Program Code ('K') • The total **segments** reported for the work-based program shall **not exceed three**.

CTAE (Lab Class) with no service by CTI

Service	Codes	Conditions
IEP says: Career, Technical & Agricultural Education: • Additional Supportive Services	Students participating in CTAE class and • Receiving ***supportive services*** from a <u>Job Coach</u> • Report with the CTAE **Program Code** 'K' and • Report **Inclusion code** = '6' (Job Coach) • Receiving ***supportive services*** from a <u>para</u> • Report with the CTAE **Program Code** = 'K' and • Report **Inclusion Code** '4' (para)	• The supportive services must be included in the student's IEP and provided to the student on the day of the count for at least ½ of the segment. • If a student with disabilities is enrolled in CTAE and **<u>receives no supportive services on the day of the count</u>**, then the student should be reported with the CTAE **Program Code** ('K') and no **Inclusion Code.**

CTAE (Work Based Learning) with no service by CTI

Service	Codes	Conditions

IEP says:
 	
Career, Technical & Agricultural Education:
 	
• Work-Based Learning
 	
• **Additional Supportive services**
	Students participating in CTAE Work-Based Learning and
	
	• Receiving ***supportive services*** from a Job Coach
	   • Report with a CTAE **Program Code** = 'K'
	   • Report **Inclusion Code** = '6' (Job Coach)
	
	• Receiving ***supportive services*** from a para
	   • Report with a CTAE **Program Code** = 'K'
	   • Report **Inclusion Code** = '4' (para)
		• The supportive services must be included in the student's IEP and provided to the student on the day of the count for at least ½ of the segment.
		
		• If a student with disabilities is enrolled in CTAE and **receives no supportive services on the day of the count**, then the student should be reported with the CTAE Program Code ('K') and no Inclusion Code.
		
		• The **total segments** reported for the work-

CBI – Community Based Instruction

Service	Codes	Conditions
IEP says: Community-Based Instruction • **Small group**	Report: • Program Code that correspond to the student's Primary Area • No inclusion code	Report segments of special education instruction provided in a community-based setting.

CTAE Examples

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Student H

Eligibility:	Emotional Behavior Disorder					
Grade:	10th					
Subject	Math	Social Studies	English	Science	Elective	Work-based Learning
IEP says:	Co-teaching	Co-teaching	Co-teaching	Small Group	General Education	Additional Supportive Services to Child (para)
Program Code:	T	T	T	T	D	K
Inclusion Code:	9	9	9			4

Funding Category: 3 & 5

Special Education FTE earnings: $6,710.13 + $1,147.20 = $ 7,857.33

Special Education Teacher Certification: General Curriculum for 1st 3 segments, General Curriculum and Science Content or Equivalent for 4th segment

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How was the $7857.33 FTE amount calculated?

- Look at Eligibility--EBD

- Look at Program Code—T

- Go to FTE Weights and Categories Chart— See that EBD(T) is in Level 3.

- For Program Code T—How many segments did the student receive services? Answer— 4 segments. Look back at the FTE Weights and Categories Chart to see that 4 segments = $6710.13

- Now, look at Inclusion Code 4. It is in Level 5. Look back at the FTE Weights and Categories Chart to see that 1 segment = $1147.20

- Finally, add $6710.13

$$\underline{+\ \$1147.20}$$

$$\$7857.33$$

Student K

Eligibility:	Specific Learning Disability, served on Count Day					
Grade:	10th					
Subject	Math	Social Studies	English	Science	Elective	CTAE
IEP says:	Co-teaching	Co-teaching	Co-teaching	Co-teaching	General Education	Consultative
Program Code:	U	U	U	U	D	U
Inclusion Code:	9	9	9	9		9

Funding Category: 1

Special Education FTE earnings: $5,591.47

Special Education Teacher Certification: General Curriculum

How was the $5591.47 FTE amount calculated?

- Look at Eligibility--SLD

- Look at Program Code—U

- Go to FTE Weights and Categories Chart—See that SLD(U) is in Level 1.

- For Program Code U—How many segments did the student receive services? Answer—5 segments.

- Look back at the FTE Weights and Categories Chart to see that 5 segments = $5591.47

Student L

Eligibility:	Specific Learning Disability, not served on Count Day					
Grade:	10th					

Subject	Math	Social Studies	English	Science	Elective	CTAE
IEP says:	Co-teaching	Co-teaching	Co-teaching	Co-teaching	General Education	Consultative
Program Code:	U	U	U	U	D	K
Inclusion Code:	9	9	9	9		

Funding Category: 1

Special Education FTE earnings: $4,473.17
CTAE FTE earnings: $548. 99 (one segment of K weight funding)
Special Education Teacher Certification: General Curriculum

How was the $4473.17 FTE amount calculated?

- Look at Eligibility--SLD

- Look at Program Code—U

- Go to FTE Weights and Categories Chart—See that SLD(U) is in Level 1.

- For Program Code U—How many segments did the student receive services? Answer—4 segments. Look back at the FTE Weights and Categories Chart to see that 4 segments = $4473.17

- Note: The standard "K" weight for CTAE would also be earned for one segment.

Environment Codes

School Age Environments

- All students are reported with an Environment Code 1 – 0

- Environment Codes 1, 2, & 3 represent time in the general education classroom and a continuum from least to most restrictive environment

- The order of the remaining environment codes do NOT represent a continuum from least to most restrictive environment

Calculating Time in the Regular Classroom

Determining time in the regular classroom:

- Divide the number of hours the child spends in the regular classroom by:
  - The total number of hours in the school day (including lunch, recess, study periods); the result is multiplied by 100 to get the %
  - Time spent outside the regular classroom receiving services unrelated the child's disability are considered time inside the regular classroom
  - Time spent in age-appropriate community-based setting with individuals **with <u>and</u> without disabilities** (college campuses, vocational sites) are considered time inside the regular classroom only for environment code reporting. It is written in the IEP as time outside general education.

School Age Environments

Environment 1

- Student is in the regular classroom at least **80% of the school day**

Environment 2

- Student is in the regular classroom at least **40% but no more than 79%** of the school day

Environment 3

- Student is in the regular classroom **less than 40%** of the school day

School Age Environments

Environment 4

- **Public Separate Facility** – Special Education **greater than 50%** of the school day in public separate day school facility (Note: This would include services in a GNETS center for greater than 50% of the school day)

Environment 5

- **Private Separate Facility** – SE **greater than 50%** of the school day in private separate day school **at public expense**

Environment 6

- **Public Residential Facility** – Special Education services in public residential facility for greater than 50% of the school day; includes State Schools if the student is residential

Environment 7

- **Private Residential Facility** – Special Education services in private residential facility at public expense for greater than 50% of the school day

School Age Environments

Environment 8

- **Correctional Facility** - Children who receive special education in correctional facilities such as the local jail served by an LEA, or DJJ or DOC
  - o '8'- not valid if student is younger than **12 years** of age as of **Count Day** (E611)

Environment 9

- Hospital/Homebound - Children who receive special education and related services in a homebound/hospital environment; **includes Home based services**

Environment 0

- Students who have been **enrolled by their parents** or guardians in regular parochial or other private schools and whose basic education is **paid through private resources** and who **receive** special education and related services at public expense thru a Services Plan.

Next Steps…

Meet with us again in August to look at creating service schedules to ensure appropriate services are provided and reported to generate appropriate program funding.

Thank you!

Linda Castellanos, Ed.S.

Part B Data Manager

Program Manager for GO-IEP
Division for Special Education Services and Supports

Georgia Department of Education
1870 Twin Towers East
Suite 1854
205 Jesse Hill Jr. Drive, SE
Atlanta, GA 30334
Phone: 404-656-0369
Cell Phone: 404-719-8045
Fax: 404-651-6457
E-mail: lcastellanos@doe.k12.ga.us
www.gadoe.org