

Edited Captions Transcript for Spotlight on FTE

Dawn Kemp: This is the FTE FY22, and it is spotlight on FTE records and errors and reports. So it is going to be a very focused session, and you have the opportunity to unmute and to raise your hand and ask questions during this session. It looks like we may possibly have small attendance.

You know you should be very comfortable to do that, uh, to raise your hand in to ask any questions. So let's go ahead and let's get started.

Basically, the focus of the meeting today is to provide me some common errors and solutions and Phoebe Atkins from the data and go IEP unit will be joining me today, and she's a wonderful help person and teammate and very sharp, we're very fortunate to have her. I'm Dawn Kemp, the Part B Data Manager, so let's go ahead and start.

What are the learning targets today? They're very simply that one you are aware of: The most recent guidance that's been provided by the DSESS that was sent out in the director's email blast on October 1st. I provided you a link to that so that you can examine it. It has to do with IEP services and COVID.

The second, target for today is to be aware of the PDF with a tool that you can use to look up specific errors and warnings you may receive. Using the control F command on your computer, you can search for them. The third item is that you will be made aware of specific FTE reports that you can review before the FTE is signed off by your Superintendent to be sure that all the students are counted.

The next item or the next slide basically provides you once again with a link to that email blast about service provision for students with disabilities for COVID and beyond. Here are the key points to keep in mind:

Free appropriate public education, more commonly referred to as FAPE, is required in the pandemic and beyond. There really was no waiver for that, and they federal requirements were not waived. There's a new, updated guidance document. The document got updated, I should say. I've also provided a link that's Georgia Insights Special Ed Restart guidance. Thanks, sometimes it's very helpful to revisit those documents over this period of time. Since COVID, we've had so many things we've been inundated with. These are two. Fairly recent sources that you can refer to.

Well, let's talk for just a minute about general reminders; and if you have a question as we're moving through this, I want to remind you again to please just raise your hand, unmute and feel free to ask. First, is a general reminder section. This table provides you with a summary of collection dates from data collections. It is a very valuable resource to consult. I have in the red rectangle the end dates for FTE, CPI, and Student Class and those are all October 26, 2021, a couple of weeks from now. Just shy of two weeks from now, and the duplicate resolution deadline is October 19th, so that is coming up fast in the next week, so be aware of that.

Today, we'll hear from some experts today with Phoebe [Atkins] and Irish [Saxton] joining us. This is going to be a great opportunity. The next item is something that I prepared this year to help for the program codes. The primary area codes versus the funding program

codes almost always they're the same. However, you will notice at the bottom in

a darker shaded blue that the funding program differs. There's an asterisk, one asterisk, for autism, TBI (traumatic brain injury), and significant developmental delay, because those don't have funding program codes. You must use the one [funding codes listed above] that shows the services that are most like the student's current needs and services, and report that. The double asterisk at the bottom is for students who are receiving services through the Georgia Network of Educational and Therapeutic Services commonly known as GNETS. They [Students receiving GNETS services.] are always to be coded with a four. Those are some helpful reminders if you're just getting started in FTE. This next chart is the FTE, Weights and Categories for FY22, and this is just you know, it's a reminder. It's very important that you code students appropriately to get the funds that your school system is entitled to. If that's not accurate, a student could load, or their segments could load in a much lower program. Wait, so you want to be very careful about that, and Iris said there are those sources are posted at Data Collections as well.

No funding FTE. I want to mention this to systems because there are students that you must report, but they do not receive funding. First, you have students with disabilities who are parentally placed in private or homeschool. I want to quantify that by saying in not-for-profit, private schools or homeschool, and they are only included in FTE1. Next, students whose grade level is pre-K. Third, students who were underage or overage. In other words, if you put a 2-year-old in, they're not going to get funding. If you put a 22-year-old in, they will not be funded. Fourth, students who are not present for one of the 10 days prior to the FTE count. It is very important to examine that because sometimes there can be errors and a student will not be counted in FTE when they should. Fifth, any segments that are reported with the program code of 0.

Let's talk a minute about errors and warnings and the focus on this is really on special education specific errors and warnings that that we see. It's not the broader errors and warnings. Those are always addressed, as are the ones we will talk about in those open office hours or by a member of your data collection team. We are focusing in on those that are most common in special education, or that we've gotten questions about.

Today, we will provide you with a PDF you can use as a tool to locate specific errors and warnings using the control F, or the find function, on your computer to locate errors and warnings. In this PDF tool, you can [once located] read the error in blue and then read the suggested remedy. Today after we finish, if you have a question, or an error you can go and examine it. It will provide you with the language that's in the error and then some possible remedies. These are possible based on the error that's generated.

I want to also mention to you that there are many additional edits that exist related to reporting special ed services. I would advise you to review the FTE data file layout which is in the DOE portal and data collections under the FTE for a comprehensive listing that's not publicly available information

One of the things that we've added to this presentation, thanks to Phoebe who provided me with some very good assistance with We have added some critical terms in FTE edits and warnings that we see people sometimes confuse. The purpose is to provide you with an exact listing of those terms and the elements are under these FTE descriptors. The first one is student status. For any student, this will indicate their enrollment status. Your student status can be one of four statuses.

The first one of four is R retained, and these are students with a grade level that did not change from the previous school year, W which is withdrawn. And that's for students who withdrew between FTE1

last year and FTE 1 this year. For child find, and this is cycle one only, this is a special ed qualified student who is not enrolled in public school, and they are attending a home school program or not for profit private school. Child find students are students who were special education have a now withdrawn with a reason of going to private or home school and the private school would be not for profit.

Now one of the questions we get a fair amount of time is who counts the private school students. Obviously, home school students are going to be based in your LEA. If the private school is in LEA's geographic region, you count those students whether they're N or S.

There's a report type. This is whether the student receives special Ed Services.

There are only two different types. There's a R regular general Ed or an S student with a disability, so you must have a report type. Primary area is the next one and people get this confused because a lot of times in the special ed world will say disability. But, when you are looking in FTE, you are talking about a primary area which is defined as the disability. There are 12 primary areas recognized in Georgia. Those are included in the file layout. If you go back and reference slide six, it has a full listing of them.

Next, there are IEP services with three choices, and it indicates Y - the student is enrolled and receiving IEP services, N - the student is not enrolled and not receiving services through a Services Plan or S - student is not enrolled and is receiving services through a Services Plan. The last item is blank and if a student is an R type of student, they should have a blank there. They shouldn't have any Y, N, or S. a regular or general type student with anything in the field will generate an error.

Now we need to go over some of the reports that you need to double check. Then we're going to go back and look at specific errors that you might have. Let's look at, this is an example of an error, or two errors that you might see and what some possible solutions might be. For error, E300 report period is FTE 1. The student status must be one of the following valid values in RWC. Well, now you can go back and use your handy dandy little glossary here and look at the values and see OK, well that's what that [the error] means, and those are those definitions. OK, so you know that one. Whatever code that you entered was not a valid for that, so you would need to check and to enter the appropriate code. I draw attention to C because a student status of C again is used only in FTE 2 to collect information for proportionate share for students withdrawn from public school and enrolled in not-for-profit private

Error 0301 tells us a student with a student status of C was enrolled between FTE1 of last year and FTE1 this year. You would add a withdrawal date. If students are enrolled in your LEA, they should not have a status of C in your LEA. How would this happen? If a SWD exited your LEA to attend a private school and then re-enrolled in your LEA, this may not have been accurately documented resulting in the error. Phoebe, would you like to comment or Irish? Yeah, sometimes that you may have students who leave the district after the count date, and if so, we just need to add a withdrawal date on that. Yeah, generally when we've looked at that error, it's because there's the enrollment. It shows that they were enrolled sometime but they're being reported with the status of C. That status is indicating that the student is a home school or a private school student receiving services through either a services plan or not receiving any services. So, there is the S or the N. You shouldn't be reporting that if they're actually enrolled. What that error is telling you is that they're showing no withdrawal date. The error is saying that they are withdrawn to homeschool or private school by the student status of C.

Thank you so much ladies, I really appreciate that. I wanted them to go over that a little more because we get a lot of questions about that one this year.

E0721 is another one that is a frequent error. You might see if the student is withdrawn, their status is W or C then your total service minutes must be blank. If you indicate the child is receiving service minutes, then the correct code would not be W or C. Here's some possible solutions with that. Basically, you need to go back and be sure that their status is. In other words, what is the appropriate code. If the student is actively enrolled in your LEA, they should not be a C. You should change that and indicate service minutes. If they're not, remove the minutes. You need to determine which of those two possible solutions is correct. It could be either.

Let's look at another one. And then I'm going to go into some of the reports that you need to review. E5721 says the primary area is equal to 3, which means speech. Your related services for Special Ed services cannot equal 3. That is telling you is that you've got a primary area of speech, but they're receiving speech as a related service. It would not be a related service if they are in fact a speech student. You need to be sure your disability. Check your disabilities categories. Verify the primary disability. Look at your IEP and see did you write speech as a related service? And here's another really helpful reminder. Just because speech is not the primary disability, let's say it's a secondary or even tertiary disability, if it is an eligibility category, you should not enter that as a related service. If in fact you did, for some reason, put on your IEP that speech is a related service amend that, remove speech as a related service.

Now, so let me share with you some of the reports that you need to look at.

First, I have a question about coding for a student receiving speech.

This is a transfer student. They were also served in reading and math. How would that be coded? Do you just code the speech primary and not the reading math?

Are you saying that the child has no eligibility other than speech, correct?

Yes. They transferred in that way, but we're in the process of reevaluating to determine if there's any other area of exceptionality.

You would need to code those segments as 3. Is the child receiving, or how are they receiving, reading and math? Is it by a certified special Ed teacher?

If you've got the IEP that says the student is receiving those services and you're providing those services, then the program category that you're providing those services through is speech. So that's the program code you would have to use, yes? OK, so essentially it would be 3 segments of 3. It would work the same way as a different as any other category. It's just one of the program codes, so if it's a speech and it's in the Co taught classroom, then you're going to be using 3.

When a special ed teacher is attached to the course, will that give an error for Student Class?

Well, no, I'm asking because you'll have to have a teacher attached to go with that with a 9 inclusion code. Will it give her a problem? Because that teacher is not going to be a speech person.

You would code it with a 9 and it will not be a problem. It's not a speech pathologist doing the inclusion, which would be an inclusion code of 3. It should be a 9 for the special ed teacher. The delivery model in

Student Class may be 3, 4, or 5 depending on the amount of time spent in the classroom. Please examine the Delivery Models for Student Class.

Irish- I want to point them to the Delivery Models that Sharon [Armour] has out in student class because it tells them what teacher that needs to be attached to those classes. They may need to look at that documentation because I know some of them say that they have to have certified teachers and so forth. This is something that they need to look at and she has mapped out specifically on what they need to code.

FTE itself is not necessarily connecting your teacher and teacher certification to the segments that you're reporting. There are two different collections [Student Class, FTE].

They are conducted simultaneously, and they're connected, but they are really two separate data collections, and look at two different things. It gets a little bit confusing. Be sure to look back at those delivery models and the teachers that you're putting on those delivery models to be sure Student Class is coded correctly. For FTE when you're looking at a student whose primary disability is speech and they're served in co-teaching based on the IEP, you're still going to use that 3 program code for the segments in which they're receiving services. It can be by a special education teacher in a co-taught class. If it's by the teacher in that regular classroom, then that's your inclusion Code 9 that goes with that.

Irish, did I say that well enough? Yes, you did Phoebe. Thank you. We also have a presentation on Delivery Models. We have identified how they need to code those classes.

I will send them that particular webinar that we did. Maybe just a couple of weeks ago, and I think that would be very helpful. Thank you so much Irish. I appreciate that you guys have asked some good questions and that's what our goal was. Let's ask some difficult questions that you know you may need some support too and thank you so much Phoebe for your clarification.

Let's look at the reports you need to review and why. Every year I get calls where somebody will say. I'm not going to receive a budget for XYZ because I don't have any kids. I didn't include any pre-K kids in my FTE, or whatever, and I know that's not right. I'll go back and I will look at the reports the LEA generated [They may believe they had included those kids. They may have even looked at the internal tracking within the system.]

It's what's in the [FTE] reports that is what the state gets and what is considered on your funding and even those non funded FTE segments. It's very important that you look at these and that includes for your pre-K and your GNETS. It's very critical, even if they're not generating segment code funding.

Let's look at them. How do you? How do you in fact access your FTE Reports. First you log into the DOE portal, if you have provision for that. You select data collections, FTE, the year, and the cycle, then the report menu. Then select the system level or school level and select the report you wish to view. This is a picture. It's the different reports that you can examine. Sometimes in school systems special ed directors do not have portal access to Data Collection for FTE. This is a local decision.

They do not get provision for the DOE portal. I mean for data collection. If your LEA makes that decision, please ask whoever provide whoever has access to provide you with an up-to-date

copy of these reports. Because if you're not seeing them before sign-off. There may be some things that are not accurate that you would notice.

First, what FTE reports can help you identify students being served as child find. FT058 provides you with the number of students per grade who are child find. This is going to be just a total number, if you look at this and you see that there's only, there are only three students, but you know there's there are 15 students. You have a roster in your office, then you know there's a disconnection somewhere. FT059 provides specific student names. The statuses, be that N or S, primary area of exceptionality for specific students. This is helpful guidance to you because you may have students that have moved or, you know they've moved and that you need to take the steps to removing them from this list. Or, you know that they're not. You know they're no longer at that private school within your geographic area, you want to keep an eye on this and not just take that for granted. Which FTE report will show you the number of IEP not served and services plan students that you should include in your budget? That is FT085. and oh 85 looks like this and this is wonderful work that has been done by data collections and that team because now it breaks it out for you by age range. You do want to look at the report, it's going to be very important. This will be what you report next year on your budget. The numbers that are in here are going to be the numbers you report for proportionate share next year.

What are some reports that you can review to be sure your students are included? The O20 and O27. Not only will these tell you that your students are being included, but they'll also give you an indication of your funding and environments. Phoebe made a comment in the chat box. It's very true. If you have access, you should be looking at these right now. Because they are populating in real time every time that your student information system manager or data collections manager in your uploads [extracts], those reports, refresh.

What do they look like? FT004 just shows you the different services enrollment. FT009 This is a good, I call it eyeball report. It can tell you if you have maybe some significant errors, like for example, if you see a dramatic swing between two of these funding levels, it might tell you that there might be a coding issue. It could be accurate, but it could be incorrect. One of the more common ones [mistakes] I've seen is in high school level inclusion classes where you have students that are in an inclusion class but are not receiving FTE Services. It's not in their IEP, it's just the way the course is scheduled. If you include them inaccurately as receiving a special education service, you may be driving your funding down in categories like OHI and LD. That is an example of a shift that you could spot if it was more pervasive.

FT020 is your environment [for LRE]. You can look at your LRE in advance. In other words, you're going to know by looking at this what your LRE is for your students on your next annual report. It's going to tell you all you have to do is a little math.

You must look at your total number and divide each category by that, so you'll know your percentages. Very helpful to look at this. This also impacts your disproportionality as well. It's not merely a count. It also impacts your disproportionality. This is directly where we receive those numbers.

Early childhood environments are reported in FT027. You also want to examine the next few slides are helpful resources. This is our special Ed data collection and reporting team.

Irish- There is a webpage related to Student Class and some of the questions you guys were asking about. We're collecting Student Class information the same time we're collecting FTE information.

Sometimes the errors that you have are related to Student Class. Working between those two areas [FTE, SC], will help you be able to figure out what you need to do to correct both. Under the presentation webinars and miscellaneous [on the Data Collections page] is where our office hours are located that we do every other week. Examples are, Speech in FTE reporting those student class delivery models as well as a Q&A. on that.

Dawn Kemp- Thank you again Irish for your input on this and for directing them specifically to those resources.

Irish- for links to the open office hours you need to send an email to me, and I will have Patty send the links in advance for those collections.

Anybody on here who want to join those open office hours? You are more than welcome to join, so just go ahead and email me we have like two or three left for this year. I really, really would like for you guys to join us for that.

W5022 tells you that your primary area does not match the primary area reported in

student class and FTE are not the same. there is a mismatch and basically it says: You haven't reported a primary area in student class, so you want to examine that and be sure that the primary area you are reporting in FTE is accurate. If you have an incorrect area in Student Class, make a correction so you just kind of must look at whether it's accurate or not.

E3161 status C but SWD student was actively enrolled between FTE1 last year and FTE1 this year- withdrawal code must be H, K, or Z. Student Status of C is indicating that that student is not publicly enrolled, so the withdrawal code that it's looking for is to say that the student was withdrawn to home school or to the private school. So with that one, your fix would be to go look at your withdrawal code first. Did the student really withdraw to homeschool or private school? If they did not, then they shouldn't be Student Status C. Look at the actual information that's being reported and make sure it's being reported correctly from what you're seeing in your SIS.

Alright, so give us a thumbs up or if you're finding this tool, the ability to be able to search to be helpful to you. Give us a thumbs up. Or you can raise your hand.

Oh, I see some hands going up, yay.

Alright, perfect looks like we've got one more to search. We've got just a couple more minutes left so we've got time to do that. E6090, I didn't remember that one either.

Is it not there? No, it's not in my little subsection. OK, so it would be in the larger file. Yeah, let me look and see. I think that's a student class error. OK, so I can pull it up if you want me to from

It's not in the FTE file layout, so I think it is a student class. There it is and I give it to you in just one second. It's coming up right now. I just want to share; it's talking about the additional course teacher. So let me come put that in here. So additional course teacher code is required if inclusion code equals nine and special Ed delivery model equals 3, 4, 5, or 7.

On that one, that's all going to be connected to what you're entering for the delivery model, so you would want to look at your delivery model information. Make sure that if you're saying that the inclusion code is 9, there's a teacher that is providing instruction for that student. If it's a speech issue, so are going to need to consult that student class models document because that is the information that Irish indicated about student class.

We had a question. In the past there was some guidance given as far as maximizing FTE funding with some of our students and splitting the disability area such as Autism and SDD. Is that still appropriate guidance, or are we supposed to only select one area for their area served?

There's no specific guidance from the DOE about, you know, maximizing and relative to trying to make more funding. The guidance is there relative to reporting the student in the way that is similar to the services. For example, if you're serving a student that is a student with autism and the services are like those provided to an EBD student the code would be T.

Irish or Phoebe? Did you have a comment? A student with significant behaviors may also has significant cognitive deficits and be coded with an R or S in addition to the T [if Autism or SDD, no funding codes aligned with them]. Splitting the codes will not cause an error, you just have to make sure that what you're reporting is what you're doing.

The 3161 I'm showing you right now and as you can see means if you put IEP services equal to N, means they're in a private or homeschool setting and not getting services. You should not have an environment for them, and you are reporting an environment. That's what that means. You need to work and see if their IEP services should be a Y or an S. If Y for IEP, the environment code may be correct, and the IEP Services is incorrect and needs to be changes.

OK, I do not see any additional questions, so we're going to conclude.