

FY2021 Data Collection Changes

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Welcome from the TEAM!

A Quick POLL

Please enter your questions in the
QUESTIONS box (not the chat box).



Office Hours for Questions



Welcome back, we missed all of you. In this new school year, which is unprecedented for all of us, we hope to make data collections easier and less painful for all of you. We are here for you. We know that it is hard trying to keep up with student schedules in this new environment, whether in-person or virtual or both. We know you want to be face-to-face with your students and change is not easy.



Office Hours for Questions

Every Wednesday from 10:30 – 11:30 a.m. we are going to have open office hours. We will start with any FAQs from the week, discuss any errors we see trending, and any questions you've asked that we think everyone might like to hear, and then we will do our best to answer your questions live.

These sessions will be recorded. You will be able to view them from the Data Collections webpage, under [FY2021 Presentations, Webinars, and Miscellaneous Documentation](#)

We will send a link to the weekly office hours in Portal mail today or tomorrow.

Today's Agenda

Data Collection documentation and timelines

Changes to the data collections

- CPI
- GUIDE
- Student Class
- Student Record
- FTE
 - Changes to data elements and errors
 - What is a “Federal Child Find Student” and how do I report them?
- Reminder about the P-EBT application process
- FAQ

Data Collection Documentation

← → ↻ gadoe.org/Technology-Services/Data-Collections/Pages/-FY2021-Data-Collections-and-Reporting.aspx 🔍 ☆ ⚙️ 👤 ⋮

  *Richard Woods, Georgia's School Superintendent*
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General Information

Data Collection Documentation

Data Collection Overview

Data Conference

GaDOE Guidelines for Extracting Names

Georgia Student Data Privacy, Accessibility, and Transparency Act

Records Retention

School Count by Type

FY2021 Data Collections and Reporting

Data Collection Documentation

- Certified/Classified Personnel Information (CPI)
- Data Collection Survey
- End of Pathway Assessment (EOPA)
- Free/Reduced Price Meal Eligibility
- Full-Time Equivalent (FTE)
- GUIDE (Georgia Unique Identifier for Education)
- Pre-ID Labels
- Private School
- Student Class
- Student Record
- 'New Coordinator' Documentation
- Presentations, Webinars, and Miscellaneous Documentation
- FY2021 Summary of Transmission Dates
- Data Collection Team Contacts

<https://www.gadoe.org/Technology-Services/Data-Collections/Pages/-FY2021-Data-Collections-and-Reporting.aspx>

Data Collection Timelines

FY2021 Data Collections Summary of Collection Dates



Collection	Cycle	Start Date / Count Date	Initial Transmission Deadline	Duplicate Record Deadline	End Date
Student Class (SLDS profile)	1 (A)	Monday, July 20, 2020	n/a	n/a	Friday, June 25, 2021
GUIDE	n/a	Thursday, July 9, 2020	n/a	n/a	Friday, June 25, 2021
Pre-ID	2	Thursday, September 3, 2020	n/a	n/a	Thursday, September 17, 2020
Pre-ID	3	Thursday, January 7, 2021	n/a	n/a	Thursday, January 21, 2021
Data Collection Survey	1	Tuesday, July 14, 2020	n/a	n/a	Tuesday, August 25, 2020
FTE	1	Tuesday, October 6, 2020	Tuesday, October 13, 2020	Tuesday, October 20, 2020	Tuesday, October 27, 2020
FTE	3	Thursday, March 4, 2021	Thursday, March 11, 2021	Thursday, March 18, 2021	Thursday, March 25, 2021
CPI	1	Tuesday, October 6, 2020	Tuesday, October 13, 2020	Tuesday, October 20, 2020	Tuesday, October 27, 2020
CPI	2	Thursday, March 4, 2021	Thursday, March 11, 2021	Thursday, March 18, 2021	Thursday, March 25, 2021
CPI	3	Thursday, July 8, 2021	Thursday, July 15, 2021	n/a	Thursday, July 22, 2021
Student Class	Oct	Tuesday, September 29, 2020	Tuesday, October 13, 2020	n/a	Tuesday, October 27, 2020
Student Class	Mar	Thursday, February 25, 2021	Thursday, March 11, 2021	n/a	Thursday, March 25, 2021
Student Class - End of Year	Jun	Thursday, May 6, 2021	Thursday, May 13, 2021	n/a	Tuesday, June 8, 2021
Free & Reduced Meal	1	Tuesday, November 3, 2020	n/a	n/a	Thursday, November 19, 2020
Private School - Cleanse	1	Monday, July 6, 2020	n/a	n/a	Friday, June 25, 2021
Private School	1	Tuesday, November 3, 2020	n/a	n/a	Thursday, November 19, 2020
Student Record - Data Cleanse	1	Thursday, September 3, 2020	n/a	n/a	Tuesday, December 15, 2020
Student Record	n/a	Wednesday, February 3, 2021	n/a	n/a	Tuesday, June 15, 2021
Student		Wednesday, February 3, 2021	Wednesday, February 10, 2021	Wednesday, March 24, 2021	Tuesday, June 15, 2021
Enrollment		Wednesday, February 3, 2021	Wednesday, February 10, 2021	Wednesday, March 24, 2021	Tuesday, June 15, 2021
Special Education		Wednesday, February 3, 2021	Wednesday, February 17, 2021	n/a	Tuesday, June 15, 2021
Student Safety		Wednesday, February 3, 2021	Wednesday, March 24, 2021	n/a	Tuesday, June 15, 2021
Program		Wednesday, February 3, 2021	Wednesday, April 14, 2021	n/a	Tuesday, June 15, 2021
Address		Wednesday, February 3, 2021	Wednesday, April 21, 2021	n/a	Tuesday, June 15, 2021
System		Wednesday, February 3, 2021	Wednesday, April 21, 2021	n/a	Tuesday, June 15, 2021
School		Wednesday, February 3, 2021	Wednesday, April 21, 2021	n/a	Tuesday, June 15, 2021
EOPA	1	Opens following Student Class Signoff	n/a	n/a	Friday, June 25, 2021

PreID 2 – Fall EOC Information

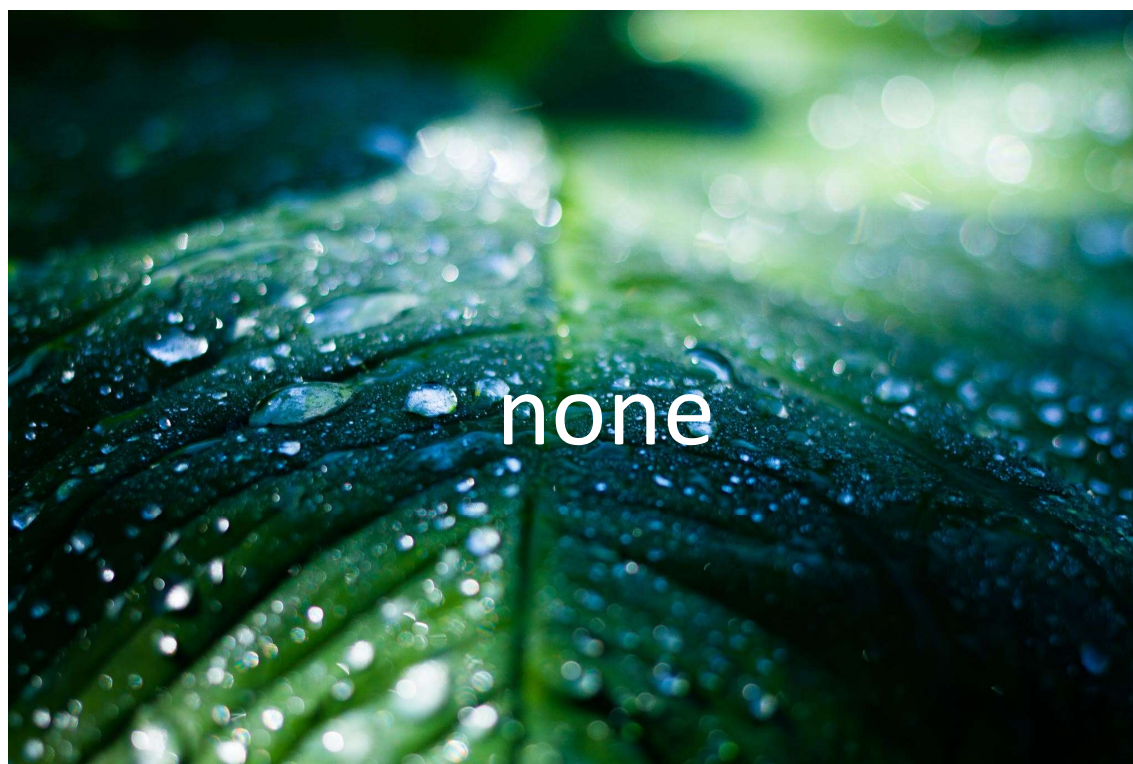
- PreID 2 data collection is for Fall End of Course assessment information.
- The courses with EOCs are listed in the Appendix of the [PreID Data Element Detail](#) document on the Data Collections webpage.

If you can upload directly to the test vendor, you do not have to upload PreID through the Portal. We would still like for you to sign-off in the Portal.



Changes to GUIDE

Changes to GUIDE





Changes to CPI

Changes to CPI

Two new **CERTIFICATE FIELD CODES**

812 – Literacy Specialist (P-12)

872 – Dyslexia Endorsement



Changes to Student Class

Changes to Student Class From the SC Revision Table

FY2021 STUDENT CLASS FILE LAYOUT

Document Revision Updates		
DATE	DATA ELEMENTS	ADD
07/01/2020	N/A	Standard updates to FISCAL YEAR and all date ranges.
07/01/2020	INCLUSION CODE	Added INCLUSION CODE '3' - Speech / Language Pathologist
07/01/2020	GTID	E7005 - Student is reported in FTE as a 'Child Find Student' (not actively enrolled in public school). Student should not be reported in Student Class.
07/01/2020 08/24/2020	INCLUSION CODE	E7006 - Student was reported in FTE with INCLUSION CODE = '3'. Student must also have INCLUSION CODE of '3' and SPECIAL ED DELIVERY MODEL '1', '3', '4', or '5' on one course record in Student Class.
07/01/2020 08/24/2020	SPECIAL EDUCATION DELIVERY MODEL	E7007 - INCLUSION CODE '3' (SLP support in the classroom) is only valid with SPECIAL ED DELIVERY MODEL '1', '3', '4', or '5'.
07/01/2020	MARKING PERIOD	E3091 – Added 'F1', 'F2', 'F3', 'F4', 'F5', 'F6', 'F7', 'F8' = Four ½ Weeks to be included in this edit.

Changes to Student Class From the SC Revision Table

- **MARKING PERIOD** is missing or not valid. Must equal one of the following codes:

'Y1'	=	Year
'N1', 'N2', 'N3', 'N4'	=	Nine Weeks
'S1', 'S2'	=	Semester
'T1', 'T2', 'T3'	=	Trimester
'X1', 'X2', 'X3', 'X4', 'X5', 'X6'	=	Six Weeks
'F1', 'F2', 'F3', 'F4', 'F5', 'F6', 'F7', 'F8'	=	Four ½ Weeks

Changes to Student Class From the SC Revision Table

- **New INCLUSION CODE '3' – Speech Language Pathologist**
 - '3' Speech / Language Pathologist
 - '4' Paraprofessional
 - '5' Interpreter
 - '6' Job Coach
 - '7' Assistive or Other personnel
 - '8' Teacher-Not a Special Education teacher (Not providing direct instruction)
 - '9' Certified Special Education Teacher (Collaborative, Co-Teaching, Consultative Models)

Changes to Student Class From the SC Revision Table

When do you report INCLUSION CODE '3' on a student's class record?

Report **INCLUSION CODE** = '3', Speech / Language Pathologist, when a SLP provides services to an identified Student With Disabilities(SWD) within the general education classroom.

If a student is served in speech therapy as a pull-out, do I have to schedule a class with the SLP?

No. As a pull-out speech service, you can continue to schedule the SLP as a pull-out.

This new **INCLUSION CODE** was added to reflect when a SLP is going into a classroom to provide speech/language therapy in a general education setting, to assist with instruction in that course in areas such as the development and use of appropriate articulation, receptive and expressive vocabulary and language, or pragmatics skills necessary to be successful in that environment.

Changes to Student Class From the SC Revision Table

How do you report the SLP who is going into the general education classroom?

- Report **INCLUSION CODE** = '3'.
- Report the appropriate ***SPECIAL ED DELIVERY MODEL**:
 - 1 (Additional Supportive Service to the Student),
 - 3 (Direct Service: Consultative),
 - 4 (Direct Service: Collaborative),
 - 5 (Direct Service: Co-teaching).
- Do not report the SLP as an additional teacher.
- The **CO-TEACHER** element must also be 'N' for a SLP.

*See the [Reporting Delivery Models](#) document on the Student Class documentation page for more details.

Changes to Student Class From the SC Revision Table



FY2021 STUDENT CLASS FILE LAYOUT

Document Revision Updates		
	DATA ELEMENTS	CHANGE
07/01/2020	COURSE NUMBER	E830 - Student must be in GRADE LEVEL '10'-'12' when reporting a Dual Enrollment COURSE NUMBER . (xx.xxxx4xx).
07/01/2020	COURSE CREDIT HOURS EARNED	<p>E916 - Valid values for secondary school COURSE CREDIT HOURS EARNED include 0250, 0330, 0500, 0667, 0750, 1000 all the way up to 4000. These values should be on the whole, quarter, or third. For DUAL ENROLLMENT courses with "4" as the fifth digit after decimal, xx.xxxx4xx), valid values must be 0000, 0500, 1000, 1500, 2000. <u>(E916 EOY edit)</u></p> <p>Modified E916 so Joint Enrollment course numbers..xx.xxxx5xx will get E916 if credit is given.</p>
07/01/2020	COURSE TEACHER CODE	<p>E906 - For PSO courses, the COURSE TEACHER CODE should be a nine-digit number with format: 77000xxxx, where 'xxxx' is the four-digit number identifying the college/university where the student is taking the PSO course.</p> <p>Modified to receive error if 77700xxxx is used.</p>
DATE	DATA ELEMENTS	DELETE
7/01/2020	COURSE TEACHER CODE	777-00-xxxx is no longer valid



Changes to Student Record

Changes to SR

Address records – an address record will be required for all students.

Special Ed records –

- **E5800:** Error E583, E585, or E586 was relieved in the prior year SR collection. A current **EVENT CODE** '08' or '15' is still required to be reported for the student.
- **E5805:** Error E584 was relieved in the prior year SR collection (missing **EVENT CODE** '07'). A current **EVENT CODE** '07' is still required to be reported for the student.
- **E5814:** The **EVENT DATE** for **EVENT CODE** '08' cannot be the same date as the date for **EVENT CODE** '15'.

Changes to SR

Student records –

- **PRIMARY LANGUAGE '51'** English, other than Standard American is no longer valid as a student **PRIMARY LANGUAGE**, as well as a **PARENT COMMUNICATION LANGUAGE**.
NOTE – This language table is also used in Student Class for **IMMERSION LANGUAGE** for **DUAL LANGUAGE IMMERSION** courses as well as in FTE for student **PRIMARY LANGUAGE** and **PARENT COMMUNICATION LANGUAGE**.
- **E2244: EL EXIT REASON = '2'** (LAC team decision) is only valid when **EL LEARNER = '3'** or **'4'**.
- **DIPLOMA TYPE** – diplomas 'V', 'C', and 'B' have been removed (only valid for students who entered 9th grade in 2008 or before.)
NOTE: Also removed in FTE.
- **U.S. SCHOOLS LESS THAN 3 YEARS** is no longer reported in SR. It is reported in FTE-1.



Changes to FTE

Changes to FTE

The screenshot shows a web browser window with the URL gadoe.org/Technology-Services/Data-Collections/Pages/FY2021-FTE-Resources.aspx. The browser's address bar and tabs are visible at the top. The page content is divided into a left sidebar and a main content area. The sidebar contains a menu with the following items: General Information, Data Collection Documentation (highlighted), Data Collection Overview, Data Conference, GaDOE Guidelines for Extracting Names, Georgia Student Data Privacy, Accessibility, and Transparency Act, Records Retention, and School Count by Type. The main content area has a heading "FY2021 FTE Resources" followed by a paragraph explaining that 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. Below this, there are two sections: "FTE Resources" and "Other Resources", each containing a list of links to various documents and tools.

← → ↻ gadoe.org/Technology-Services/Data-Collections/Pages/FY2021-FTE-Resources.aspx

Apps google.com - Goog... Google Georgia Departmen... timesheets CRs Portal login Travis' Team CRs.xlsx state SAO Employee Self...

General Information

Data Collection Documentation

Data Collection Overview

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GaDOE Guidelines for Extracting Names

Georgia Student Data Privacy, Accessibility, and Transparency Act

Records Retention

School Count by Type

FY2021 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.

FTE Resources

- FTE Transmission Dates
- FTE Data Element Detail
- FTE General Information
- FTE Categories and Weights
- Data Collection FAQs (New document for FY2021)
- GNETS FAQ's
- Guidelines for Special Education Environments - Early Childhood
- Guidelines for Special Education Environments - School Age
- Environment Calculator for Early Childhood
- Environment Calculator for School-Age Students

Other Resources

- Student Attendance FAQ from GaDOE Policy Office (Updated 8/7/2020)
- FTE Checklist (Sample)
- QBE Reports
- Language Codes

Changes to FTE Data Elements

Green – Additional; Yellow – Changes; Red - Deletes

The following changes are excerpts from the FTE Layout Revision Table. These are not all the changes. There are changes to the wording of errors and errors that have been deleted included in that table. The following are the substantive changes.

DATA ELEMENT	Add / Change / Delete
GAA, DATE STUDENT BECAME ELIGIBLE FOR GAA; DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR GAA	These 3 elements will also be collected in FTE-3.
GRADE LEVEL, FTE PROGRAM CODE	E3050 - PROGRAM CODE = '6' and '7' only valid when GRADE LEVEL = '10' '11' or '12'. Students in grade '09' are no longer eligible for the Dual Enrollment program (PROGRAM CODE = '6' and '7').

- **GAA, DATE STUDENT BECAME ELIGIBLE FOR GAA; DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR GAA** – same elements as collected in FTE-1, will be collected in FTE-3 also.
- 9th graders are no longer eligible for Dual Enrollment.

Changes to FTE Data Elements

Green – Additional; Yellow – Changes; Red - Deletes

DATA ELEMENT	Add / Change / Delete
TITLE III SERVED	Add New Data Element TITLE III SERVED (currently collected in SR; now collected in both).
TITLE III SERVED	Add from SR E2163 - Must equal one of the following codes: 'Y' - Yes, this ESOL student was served with Title III supplemental funds this year. 'N' – No, this ESOL student was not served with Title III supplemental funds this year.
WITHDRAWAL CODE, DIPLOMA TYPE	E3556 - WITHDRAWAL CODE is not 'G'. DIPLOMA TYPE must be blank.

TITLE III SERVED is a data element collected in SR. It will now also be collected in FTE-1.

Error check to make sure that only graduates have a **DIPLOMA TYPE**.

Changes to FTE Data Elements

Green – Additional; Yellow – Changes; Red - Deletes

DATA ELEMENT	Add / Change / Delete
ITINERANT TEACHER SEGMENT 1 – 6, PROGRAM CODE	E5678 - ITINERANT TEACHER SEGMENT 1 = 'Y', the PROGRAM CODE must be 'P' – 'Z', '1', '2', or '4'.

The itinerant teacher indicator is only valid for Special Education teachers.

Changes to FTE Data Elements

Green – Additional; Yellow – Changes; Red - Deletes

DATA ELEMENT	Add / Change / Delete
INCLUSION CODE 1 - 6	E531 - REPORT TYPE = 'S', valid value must be: '3' - Speech Language Pathologist '4' - Paraprofessional '5' - Interpreter '6' - Job Coach '7' - Assistive or Other personnel '8' - Teacher-Not Special Education (not providing direct Instruction). '9' - Certified Special Education Teacher/Collaborative Model 'N' - No Inclusion services.
INCLUSION SEGMENT, PROGRAM CODE	New Edit: E707 - INCLUSION SEGMENT 1 = '3', PROGRAM CODE 1 must = '3'.
RELATED SPECIAL ED SERVICES/SPECIAL ED SERVICES	New Edit: E708 - PROGRAM CODE 1-6 cannot = '3' when RELATED SPECIAL ED SERVICE 3 = 'Y'.
SPECIAL ED SERVICES 3, RELATED SPECIAL ED SERVICES 3	New Edit: E5722 - SPECIAL ED SERVICES 3 = 'Y', RELATED SPECIAL ED SERVICES 3 cannot also be 'Y'.
PRIMARY AREA; RELATED SPECIAL ED SERVICES	New Edit: E5721 - PRIMARY AREA = '3'; RELATED SPECIAL ED SERVICES 3 cannot equal = 'Y'.

When the **INCLUSION CODE** = '3', the **PROGRAM CODE** = '3'. This segment is paid at the full program weight for speech which is higher than special ed inclusion weight (for **INCLUSION CODES** '4' – '8'.)

Speech students cannot have **RELATED SPECIAL ED SERVICE** for speech = 'Y'.

Changes to FTE Data Elements

Green – Additional; Yellow – Changes; Red - Deletes

1	DATA ELEMENT	Add / Change / Delete
1	SPECIAL ED ENVIRONMENT	New Edit: E6130 - DOC and DJJ must report SPECIAL ED ENVIRONMENT = '8'.
6	SPECIAL ED ENVIRONMENT	New Edit: E6131 - IEP SERVICES = 'N', SPECIAL ED ENVIRONMENT must be blank.
49	SPECIAL ED ENVIRONMENT	E611 (broken out into multiple errors according to GRADE LEVEL and Age on October count day. See E6132, E6136, E6137, E6139 above).
50	SPECIAL ED ENVIRONMENT	E6119, E6114
55	SPECIAL ED ENVIRONMENT	E6102 SPECIAL ED ENVIRONMENT = '1' - '9', SPECIAL ED SERVICES cannot be Blank or 'N' (DELETED)
57	SPECIAL ED ENVIRONMENT	E6104 SPECIAL ED ENVIRONMENT = 'A' - 'I', SPECIAL ED SERVICES cannot be Blank or 'N' (DELETED)
25	SPECIAL ED ENVIRONMENT (split out E611)	New Edit: E6136 - IEP SERVICES = 'Y' and GRADE LEVEL = 'PK' and AGE is 6 or older as of October count day, then valid values are '1' - '9'.
26	SPECIAL ED ENVIRONMENT (split out E611)	New Edit: E6132 - IEP SERVICES = 'Y' or 'S' and GRADE LEVEL = PK, then SPECIAL ED ENVIRONMENT must be a letter A', 'B', 'C', 'D', 'E', 'F', 'G', 'H', 'I' .
58	SPECIAL ED ENVIRONMENT (split out E611)	New Edit: E6138 - GRADE LEVEL = PK and AGE 5 or younger and IEP SERVICES is 'S', then SPECIAL ED ENVIRONMENT must be one of the valid values 'A', 'B', 'C', or 'D'. (DELETED FROM LAYOUT)
7	SPECIAL ED ENVIRONMENT (split out E611)	New Edit: E6137 - IEP SERVICES = 'Y' and GRADE LEVEL is 'KK' - '12', SPECIAL ED ENVIRONMENT valid values are '0' - '9'.
8	SPECIAL ED ENVIRONMENT (split out E611)	New Edit: E6139 - GRADE LEVEL = 'PK', IEP SERVICES = 'S', and AGE is 6 or older as of October count day, SPECIAL ED ENVIRONMENT must be '0'.
9	SPECIAL ED ENVIRONMENT (split out E611)	New Edit: E6140 - GRADE LEVEL = 'KK' – '12', IEP SERVICES = 'S', SPECIAL ED ENVIRONMENT must be '0'.

Changes to FTE Data Elements

Special Ed Environments - simplified

Green – Additional; Yellow – Changes; Red - Deletes

SPECIAL ED ENVIRONMENT – Have the Special Ed Director check the documents online in FTE documentation:

[Guidelines for Special Education Environments - Early Childhood](#)

[Guidelines for Special Education Environments - School Age](#)

- Children who are 5 years old on Count Day should be reported with an Early Childhood Environment only if they are in Preschool ('A' – 'I').
- Children who are 5 years old on Count Day and in Kindergarten should be reported with a School Age Environment ('0' – '9').
- Children who are 6 years old or older on Count Day, regardless of grade, should be reported with a School Age Environment.

Another way to say this:

- All PK and Pre-school students are reported with Early Childhood Environments ('A' – 'I').
- All students in grades K-12, and any PK students age 6 or older, are reported with School-Age Environments.

Changes to FTE Data Elements

Green – Additional; Yellow – Changes; Red - Deletes

DATA ELEMENT	Add / Change / Delete
IEP SERVICES	Change the name of data element ALL IEP SERVICES to IEP SERVICES

ALL IEP SERVICES is changing its name again to IEP SERVICES

Changes to FTE Data Elements

Federal Child Find Count

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.

CHILD FIND Child Find is a process that districts use to identify, locate, and evaluate all children, in the district, birth through 21, who are suspected of having disabilities that may result in a need for special education and related services. This includes children going to a Private School, highly mobile children, including migrant children, children who are detained or incarcerated in city/county operated jails or correctional facilities, children who reside in the LEA and are enrolled in home school/study programs, children enrolled in the LEA schools including public charter schools.

Changes to FTE Data Elements

Federal Child Find Count

- Students with disabilities enrolled in a private school or home-school are reported for Federal Child Count using data collected in the FTE-1 data collection in October.
- They are not reported in FTE-3 or Student Class if they not enrolled at that point in time.
- Additionally, for Student Record, those students who were never actively enrolled for even a day during the school year and were not served during the school year at any time under an IEP are not reported. For Student Record, those students who were actively enrolled for even a day during the school year should be reported.

Changes to FTE Data Elements

Federal Child Find Count

Students reported for the Federal Child Find Count in October include students with disabilities (SWD) who qualified for Special Educational services, however, they are not actively enrolled in the school district because they are enrolled in a private school or are home-schooled.

This matrix or chart of data element requirements for Federal Child Find students in the [FTE Data Collection General Information](#) document, p.6. Please refer to that document if you have questions on the data requirements.

Changes to FTE Data Elements

Federal Child Find Count

	Private or Home School SWD with an SP	Private or Home School SWD, not being served with an SP
Description		
STUDENT STATUS	C	C
IEP SERVICES	S (Yes, SWD is receiving services on an SP)	N (No, SWD is qualified for Special Educational services but does not have an SP)
GTID	Required	Required
Name (LAST, FIRST, and MIDDLE)	Required	Required
DATE OF BIRTH	Required	Required
GENDER	Required	Required
GRADE LEVEL	Required	Required
ETHNIC HISPANIC	Required	Required
RACEs (INDIAN, ASIAN, BLACK, PACIFIC, WHITE)	Required	Required

Demographic data elements (in blue) must be reported.

Changes to FTE Data Elements

Federal Child Find Count

	Private or Home School SWD with an SP	Private or Home School SWD, not being served with an SP
PRIOR TEN DAYS	Must be 'N'	Must be 'N'
RESIDENT STATUS CODE	Cannot be '7'	Must be '1'
SYSTEM OF RESIDENCY	The district serving the student should be reporting the student. SYSTEM OF RESIDENCY should be the reporting district if student is being served under the SP.	The district of residence for these students should be the SYSTEM CODE of the reporting district.
WITHDRAWAL DATE	*	*
WITHDRAWAL CODE	*	*
PROGRAM CODES 1-6	Must be all 'O' segments	Must be all 'O' segments
INCLUSION SEGMENT 1-6	Must be 'N'	Must be 'N'
ITINERANT TEACHER SEGMENT 1-6	Must be 'N'	Must be 'N'
SUPPLEMENTAL SPEECH SEGMENT 1-6	Must be 'N'	Must be 'N'
TRANSPORTED SEGMENT 1-6	Must be 'N'	Must be 'N'
TOTAL SERVICE MINUTES	Must be blank	Must be blank

The elements in red, sent to the Budget department for state funding, must all be the specified /non-funded values.

Changes to FTE Data Elements

Federal Child Find Count

	Private or Home School SWD with an SP	Private or Home School SWD, not being served with an SP
REPORT TYPE	S	S
PRIMARY AREA	Must be reported	Must be reported
SPECIAL ED ENVIRONMENT	Use appropriate PK environment; Use 0 for School Age Environment	Must be blank
GAA	Must be blank	Must be blank
SPECIAL ED SERVICES P-Z, 1, 2, 3, 6, 7, 8	Report any disability appropriate for each student based on the services the student is receiving.	Must be N or blank
RELATED SPECIAL ED SERVICES A-L, 3	Report any related service appropriate for each student.	Must be 'N' or blank

The data elements in black relate to the area of service in which the student is qualified for Special Educational service.

Changes to FTE Data Elements

Federal Child Find Count

Green – Additional; Yellow – Changes; Red - Deletes

DATA ELEMENT	Add / Change / Delete
IEP SERVICES	New Edit - E6142- STUDENT STATUS = 'C' cannot be reported by Charter school districts (782,783) or state schools (799).
WITHDRAWAL DATE, STUDENT STATUS	E303 - If WITHDRAWAL DATE is valid, STUDENT STATUS must = 'W' or 'C'. A SWD student who was actively enrolled last school year or the current year, who is now enrolled in a private school and not receiving any Special Education services from the public school must be reported for the Federal Child Find count with a STUDENT STATUS = 'C' and a WITHDRAWAL DATE.

NOTES: Charter school districts (782 and 783) and state schools (799) will not have Federal Child Find students to report.

When a SWD withdraws to private school, that student automatically becomes a Federal Child Find student and must be reported in the district Child Find count.

Service Plan students (IEP SERVICES = 'S') are reported by the district serving the student. A Student With Disabilities who does not have an SP (IEP SERVICES = 'N') is always reported by the district of residence.

Reminder - Pandemic EBT (P-EBT) benefits made available through the CARES Act - Portal Message sent on 8/20 at 12:45 p.m. – Parent must apply by September 25th.

If a parent calls you and says they got an error, “either the GTID or the birthdate don’t match any student on file,” when entering information to get a P-EBT card, here’s the troubleshooting process:

- Verify the parent’s identity and right to the GTID and birthdate.
- Verify that the student was actively enrolled on March 1, 2020.
- Verify that the school was marked CEP (November Free & Reduced Meal data collection). Or, if the school is not CEP, then the student qualified and was marked ‘F’ in the SR20Student collection.
- Verify the address sent in the SR20 Address collection.

If the school did not send accurate data, the parents are still not out of options. Have them call the state P-EBT Customer Contact Center (toll-free): [877-423-4746](tel:877-423-4746)

FAQ of the Week

- Do we earn the same FTE /QBE money for a student taking a class in-person as a student taking the same class by distance learning?

Distance Learning

- The student earns the same amount (from FTE) for distance learning classes as in-person classes.
- The teacher earns the same Training & Experience (T&E) dollars (in CPI) whether teaching in-person or distance learning.

Data requirements:

- **SC: ONLINE COURSE** = 'Y'. You **do not** have to change the COURSE NUMBER to xx.3.
- **FTE:** none
- **CPI:** The third digit of the SUBJECT MATTER CODE is changed to a 3. So an ELA teacher who is teaching via distance learning has a SUBJECT MATTER CODE of '233' – '23' is English Language Arts, '3' is distance learning.

Distance Learning

A teacher may be scheduled to teach both in-person and virtual classes. We do not have errors to say that a class cannot have some students listed on the roster as distance learning and some of the students listed as in-person. That is not a constraint we have put on the data. Teachers are scheduled for multiple classes frequently when some of the students in the room are receiving gifted services, for example, and some are not. The teacher might be scheduled as the instructor for 23.216xxxx and as the instructor for 23.016xxxx, both in 2nd period. Likewise, a teacher can have 10 students on a roster marked **ONLINE COURSE** equal 'Y' and 8 students marked **ONLINE COURSE** equal 'N'. Check your SIS to see if it that can be done on one roster or must be done on two rosters.

Distance Learning

These are the errors checks on **ONLINE COURSE**:

- **E5063** – If the course number is XX.3 then **ONLINE COURSE** must equal 'Y'.
- **E205** – **SCHOOL ID** reported as **ONLINE SCHOOL** = 'Y', **ONLINE COURSE** must be 'Y' for all courses reported from this school.
- **E203** – If the course number has a '3' in the 5th digit after the decimal, then **ONLINE COURSE** cannot = 'Y'.

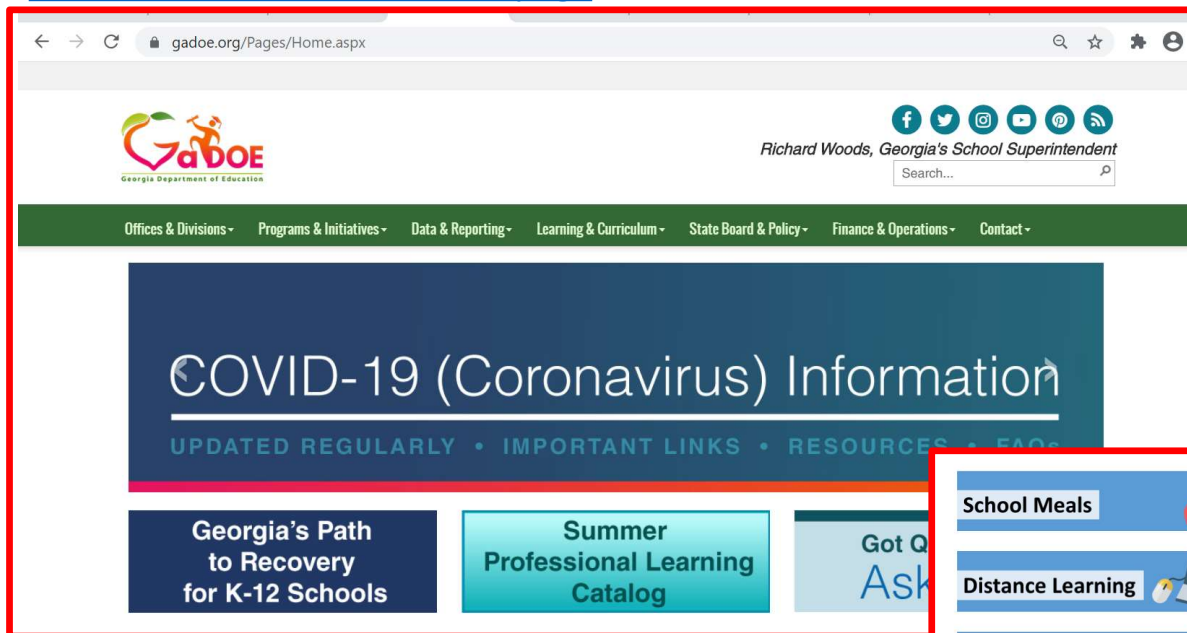
FAQ of the week

We have a SWD whose IEP states that she should be served three segments a day by co-teaching. She would receive that if our school was doing face-to-face but the parents chose virtual because of COVID-19. We can only provide 2 segments a day virtually. What do we report in FTE?

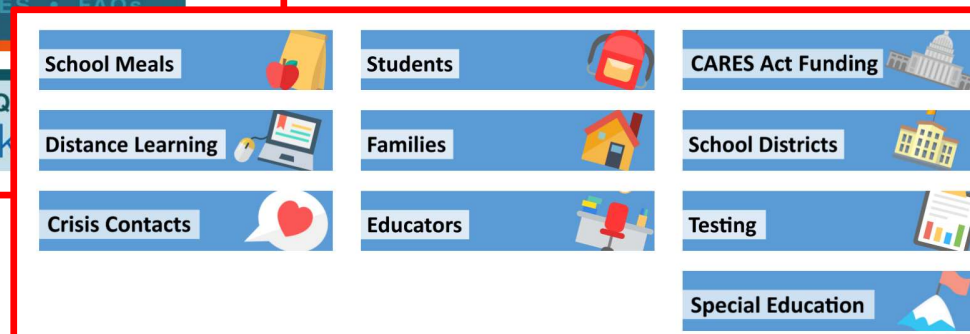
Reporting Special Ed Segments in FTE - Distance Learning

FAQ - Reporting Special Ed Segments in FTE - Distance Learning

Start on the [COVID 19 banner page](#)



At the bottom of the page, go to the Special Education tab.



FAQ - Reporting Special Ed Segments in FTE - Distance Learning

[Then Click Here to View the Guidance Document](#)

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strategies. IDEA requirements have not been waived, and flexibility is needed as we seek ways to implement regulatory requirements that were not created for a global pandemic. The importance of meaningful parent engagement becomes even more elevated as school teams and families must charter a path together that will be in the best interest of students. **See state resource link** to support communication with families ([Link](#)) and a **national resource** to support restart for students with disabilities ([Link](#)).

- [Alternative Instructional Delivery Models](#)
- [Individualized Education Programs \(IEPs\) and Distance Learning Plans](#)
- [IEP Amendment Process](#)
- [Free Appropriate Public Education \(FAPE\)](#)
- [Least Restrictive Environment \(LRE\)](#)
- [Extended School Year Services](#)
- [Compensatory Services](#)
- [Other Topics and State/National Resources](#)

Additional questions can be sent to the State Director or the Special Education Helpdesk.
Zelphine Smith-Dixon, EdD, State Director (Division for Special Education)
Email: zsmith@doe.k12.ga.us

Helpdesk: Phone: (404) 657-9968 or Email: SPEDHELPDESK@doe.k12.ga.us

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CLICK HERE TO VIEW THE GUIDANCE DOCUMENT

FAQ - Reporting Special Ed Segments in FTE - Distance Learning

From p.8

gadoe.org/External-Affairs-and-Policy/communications/Documents/Special%20Education%20Restart%20Guidance%20(7-30-2020).pdf

Free Appropriate Public Education (FAPE)

Will students with disabilities receive a free appropriate public education (FAPE) during the pandemic?

Yes, students with disabilities will continue to receive FAPE. USED's memo stated that those services may look different during a time of emergency closings and adherence to health and safety guidance. During this national emergency, schools may not be able to provide all services in the same manner they are typically provided, and that FAPE may include services provided through distance instruction. **See USED Memo: ([OSEP Supplemental Fact Sheet](#)).**

If the special education services are different in the virtual setting, should the IEP Team automatically assume that FAPE is not being provided?

No, special education services and related services may look different using different instructional models; however, the IEP can still be developed to support appropriate educational services.

As new families and district leaders learn more about FAPE, what are some general considerations?

The IEP Team must consider the programming needs for an individual child to include: (a) type of service, (b) frequency of service, (c) intensity of service, (d) location of service, (e) access to service and (f) least restrictive environment.

Can the IEP Team determine that an individual student with a disability will require additional services to offer FAPE during a pandemic?

Yes, the IEP Team may determine that different services are necessary.

FAQ - Reporting Special Ed Segments in FTE - Distance Learning

- Districts considering virtual/distance/remote or hybrid instructional options for the 2020-2021 school year, in response to the impacts and effects of COVID-19, should not experience a negative impact to their funding for offering virtual/distance/remote or hybrid instructional option

Reference:
Attendance document published on the Policy webpage and linked to our FAQ document here:

<https://www.gadoe.org/Technology-Services/Data-Collections/Documents/FTE%20Resources/FY2021/FTE%20Attendance%20Guidance.pdf>

Contacting the Help Desk

How to Get Additional Assistance:

The preferred manner to request assistance from the Technology Management Customer Support Team is by using the **Help Desk Portal** link on both the left side of the MyGaDOE Portal menu and on the top blue Information bar.

To Login to the MyGaDOE portal please follow this link:

<https://portal.doe.k12.ga.us/Login.aspx>

You may also request assistance by calling **1-800-869-1011**. Please provide a detailed message as well as your contact information.

Technology Management Customer Support Center
Georgia Department of Education

Help Desk Portal

NEW

portal.doe.k12.ga.us/MessageCenter.aspx?oid=46028

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REMINDER - MyGaDOE Helpdesk Portal - Your New Help Request System!

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Updated: Aug 7 2020 3:07PM
Added: Jul 2 2020 2:33PM
Author: [Chris Rivera](#)
Attached: [GaDOE Helpdesk Portal Guide - Portal Users.pdf](#)
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Enter the help ticket here.

Look in the Portal for the message with instructions.

Or call 800-869-1011

Data Collection Team

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