

FTE: State Reporting



Learning Targets

- I can define basic FTE terminology such as segment, FTE 1 & 3, funding category, and program weight.
- I can identify which entity (i.e., State Schools, Dept. of Juvenile Justice, Local Education Agency) is responsible for reporting which students.
- I can identify the five categories of FTE funding for students with disabilities and the disability categories associated with these levels of funding.
- I can access resources for general FTE guidance.
- I can state the Prior Ten Days Criteria related to attendance for FTE and explain the requirements for meeting the Prior Ten Days Criteria.

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

Official Code of Georgia 20-2-160

(b)The full-time equivalent (FTE) program count for each local school system shall be obtained in the following manner:

(1)Count the number of one-sixth segments of the school day for which each student is enrolled in each program authorized under Code Section 20-2-161; and

(2)Divide the total number of segments counted for each program by six. The result is the full-time equivalent program count for each respective state recognized program.

(c)For the purpose of initially determining the amount of funds to be appropriated to finance each respective program for the ensuing fiscal year, a projection of the second full-time equivalent program count shall be calculated as follows:

(1)Divide the first total **full-time equivalent count for the current fiscal year** by the **first total full-time equivalent count for the immediately preceding fiscal year**;

(2)Multiply the quotient obtained in paragraph (1) of this subsection by the second total full-time equivalent count for the immediately preceding fiscal year. The result shall be the projected second total full-time equivalent count for the current fiscal year;

(3)Divide the average of the local school system's two most recent full-time equivalent program counts by the average of the two most recent total full-time equivalent counts; and

(4)Multiply the quotient obtained in paragraph (3) of this subsection by the product obtained in paragraph (2) of this subsection. The result shall be the projected second full-time equivalent program count for the current fiscal year.

(d)**The average of the first full-time equivalent program count, weighted two parts, and the projected second full-time equivalent program count, weighted one part**, shall be used to initially determine the funds needed to finance the program for the ensuing fiscal year.

Accurate FTE Reporting

Funding

- FTE1 and FTE3 data used for State Funding
- Special Education programming can be expensive
- Accurate FTE data reporting is essential for districts to earn funds

Data

- FTE1 – Data collected is used to inform district compliance indicators
 - Environments
 - Disproportionality – placement and identification
- FTE1 informs Federal Child Count

FTE: General Information

FTE reporting refers to the state funding mechanism based on:

- student **enrollment**
- **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.

If some or all students are unable to be physically present in school due to the pandemic, the LEA may still report the services which **would be scheduled and provided if all students were able to be physically present in school.** In those cases, the LEA must **maintain documentation** supporting the reported services that would be scheduled and provided.

FTE Reporting

Collection	Cycle	Start Date/ Count Date	End Date (Sign off)
FTE	1 (includes Federal Child Count)	Tuesday October 6, 2020	Tuesday October 27, 2020
FTE	3	Thursday March 4, 2021	Thursday March 25, 2021

Students Reported in State FTE Count

All Students with IEPs

- Who are enrolled on the day of the count

State School

- Reported by state school

Home-Based Instruction

- Served 3 hours per week for 10 days preceding count
- Report *as served*

Parentally Placed in Private School

- Two types of students
 - S = Services Plan
 - N = No Services

Hospital/ Homebound

- Served at least 3 hours per week for 10 days preceding count
- Report as scheduled in school

IEP Placed in Private School

- Reported using disability specific program codes

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.

Funding

- October and March FTE counts earn LEAs state funds for all programs including programs for SWD
- Special Education State funds:
- Earned based on **category of eligibility** and corresponding **weight**
- Amount of service the student receives

Class Size Rule for Funding, not the Special Education Rule

160-5-1-.08 (Continued)

Appendix B Students with Disabilities

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

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

Resource

- In column 1 of this table, the abbreviation “R” refers to the word “Resource”
- Resource is not a service delivery option or a classroom
- “Resource” is no longer used to refer to the type of classroom where services are delivered
 - No longer in the state rule for placement
 - “Resource” is not an option for delivery of services
- “This Funding rule **has not been rewritten** to reflect current language in special education
- For this table, Resource refers to 1, 2, or 3 segments of services provided to a student with a disability by a special education teacher on FTE Count Day

Self-contained

- In column 1 of this table, the abbreviation “SC” refers to the word “Self-Contained”
- Not a service delivery option or a classroom
- “Self-Contained” is no longer used to refer to the type of classroom where services are delivered
 - No longer in the state rule for placement
 - Not an option for delivery of services
- “This Funding rule **has not been rewritten** to reflect current language in special education
- For this table, Self-Contained refers to 4, 5, or 6 segments of services provided to a student with a disability by a special education teacher on FTE Count Day

Class Size Rule for Funding:

- ✓ Resource Delivery: Instruction for students with disabilities outside the regular classroom for 3 or fewer segments of the instructional day;
- ✓ Self-Contained Delivery: Instruction for students with disabilities in one area of exceptionality for 4 or more segments of the instructional day
- This rule is silent on class size for inclusion,
- DOE guidance: follow this class size rule regardless of the location of the services in or out of a general education setting

Instruction Outside the General Classroom

- Please refrain from referring to a child's setting as "Resource" or "Self-contained"
- Special Education Rules use the phrase ***"Instruction outside the general classroom for individuals or small groups"***

FY21 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)						
2.4100				\$4,458.84	\$5,573.55	\$6,688.26
Level 2						
MID (P)						
2.8373	\$1,312.35	\$2,624.70	\$3,937.05	\$5,249.40	\$6,561.75	\$7,874.10
Level 3						
MOID (Q)						
SID (R)						
EBD (T)						
SLD - R (U)						
OI - SC (V)						
HH - SC (W)						
Deaf - SC (X)						
OHI - SC (Y)						
S/L - R (3)						
3.6150	\$1,672.06	\$3,344.13	\$5,016.19	\$6,688.26	\$8,360.32	\$10,032.38
Level 4						
PID (S)						
OI - R (V)						
HH - R (W)						
Deaf - R (X)						
OHI - R (Y)						
VI (Z)						
Deaf/Blind (2)						
5.8644	\$2,712.49	\$5,424.98	\$8,137.47	\$10,849.96	\$13,562.45	\$16,274.94
Level 5						
Inclusion Codes 4 - 8						
2.4725	\$1,143.62	\$2,287.24	\$3,430.85	\$4,574.47	\$5,718.09	\$6,861.71
Base Funding (D)						
Weight = 1.0000	\$462.54	\$925.07	\$1,387.61	\$1,850.14	\$2,312.68	\$2,775.21
6 segments = 1 FTE						

No FTE Funding

The LEA must report but receives no FTE funding for:

- Students with disabilities who are parentally placed in private school or homeschool
- Students whose GRADE LEVEL is pre-kindergarten (PK)
- Students who are underage or **overage** (only ages 3-21 as of Count Day are funded through FTE)
- Students who are not present for at least 1 day of the 10 days prior to the FTE count day
- Any segment reported with a Program Code = “O”, “4” or “N” (preschool, GNETS, Study Hall)

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

APPENDIX A - CLASS SIZES AND CASELOADS

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

Personnel, Facilities, Equipment, Materials and Class Size Rule 160-4-7-.14

Class Sizes and Caseloads

Special
Education
Rule

- Paraprofessionals

Three paraprofessionals are the maximum number that can be used to increase the maximum class size for any special education class.

- Autism, TBI, OHI and SDD

The placement of students with these disabilities in program areas will not change class sizes.

Maximum Class Size Flexibility

Special Education Requirements

- District must adhere to the **caseload** requirements of rule 160-4-7-.14.
- Special education **classroom** must contain 38 square feet per student.
- District must adhere to the **rules for paraprofessionals** as part of the class requirements of rule 160-4-7-.14.
- Districts must continue to provide a **free appropriate public education** to all students eligible for special education services under IDEA.



General Requirements:

- Charter Status or Strategic Waiver Status may impact allowable class sizes
- Each LEA's Charter or Strategic Waiver has set the class size limits
 - Applicable to special education also unless specified that special education is excluded

FTE Data Elements - Counts 1 & 3

FTE Elements

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	SYSTEM	SYSTEM
	FISCAL YEAR	FISCAL YEAR
	REPORT PERIOD	REPORT PERIOD
	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)
	WITHDRAWAL DATE *	
	LOCATION OF ENROLLMENT (Segments 1-6)	LOCATION OF ENROLLMENT (Segments 1-6)

*Data Elements required for this cycle only

Data Elements are listed in the order found on the FTE Data File Layout



FTE Elements

CYCLE 1	CYCLE 3
TOTAL SERVICE MINUTES	TOTAL SERVICE MINUTES
ESOL SEGMENTS	ESOL SEGMENTS
GENDER	GENDER
ETHNICITY	ETHNICITY
RACE (Indian, Asian, Black, Pacific, White)	RACE (Indian, Asian, Black, Pacific, White)
WITHDRAWAL CODE*	
DIPLOMA TYPE *	
STUDENT STATUS	STUDENT STATUS
SCHOOL ENTRY CODE *	
DATE OF ELP SCREENER*	
DATE OF ENTRY TO U.S. SCHOOLS*	
PLACE OF BIRTH*	
STUDENT PRIMARY LANGUAGE*	
GAA*	GAA*
DATE STUDENT BECAME ELIGIBLE FOR GAA*	DATE STUDENT BECAME ELIGIBLE FOR GAA*
DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR GAA	DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR GAA
ENVIRONMENT	ENVIRONMENT

FTE Elements

CYCLE 1	CYCLE 3
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)
SPECIAL EDUCATION SERVICES (Per Disability) *	
NON-ESOL*	
PRIMARY AREA	PRIMARY AREA
RELATED SPECIAL EDUCATION SERVICES (Per Service Category) *	
U.S. SCHOOL LESS THAN 3 YEARS*	
PARENT COMMUNICATION LANGUAGE*	
IEP SERVICES	IEP SERVICES
EL (English Learner)	EL (English Learner)
SPECIAL EDUCATION ENVIRONMENT *	

FTE Elements

CYCLE 1	CYCLE 3
GTID	GTID
EVENT CODE *	
EVENT DATE *	
SCHOOL ENTRY DATE*	
LAST NAME	LAST NAME
FIRST NAME	FIRST NAME
MIDDLE NAME	MIDDLE NAME

All elements and element ranges are defined in the FTE Data Element Detail.

Guidance Documents

Guidance Documents



Offices & Divisions ▾

Programs & Initiatives ▾

Data

Teaching and Learning

Curriculum & Instruction

Georgia Virtual Learning

Student Support Teams

Teacher and Leader Support and
Development

Technology Services

Data Collections

Georgia's Statewide Longitudinal Data System

Infrastructure

Instructional Technology

PCGenesis

Career, Technical, Agricultural Education



Guidance Documents

 → Technology Services → Technology Services → Data Collections

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

FY2021 FTE Resources



→ Technology Services → Technology Services → Data Collections → FY2021 FTE Resources

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 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 (Updated 8/28/2020)
- 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



Changes in FTE FY21

GAA Coding FY21

Beginning in FY21, GAA fields are to be reported in BOTH FTE1 and FTE3.

- **GAA = Y**

Date Student Became Eligible for GAA

- A date would be reported for this year IF the student changed from GAA = 'N' to GAA = 'Y' from Student Record until FTE1, or between FTE1 and FTE3.
- Collected in Cycle 1 and 3

- **GAA = N**

Date Student Identified No Longer Eligible for GAA

- A date would be reported for this year IF the student changed from GAA = 'Y' to GAA = 'N' from Student Record until FTE1 or between FTE1 and FTE 3.
- Collected in Cycle 1 and 3

Prior 10 Days for FTE: Distance Learning During Emergency Closures

Prior Ten Days: A student must have attended class for at least one of the prior ten school days before the FTE count day.

- “Attended class” for virtual and/or distance learning students = The student has been acknowledged through **direct interaction** between the student and the instructor at some time during the 10-day period preceding the FTE count day.

Prior 10 Days: Virtual and/or Distance Learning Attendance

Attended prior 10 days Criteria:

- Initiated by the student to the teacher **and**
- Interaction can take many forms (email or similar exchange) **and** is
- Indicates that the student is in attendance and engaged **and**
- Teacher responds to the email **and**
- Teacher/provider maintains documentation as proof of attendance for QBE funding for the prior 10 days of instruction

Virtual and/or Distance Learning Attendance

- Applies equally to virtual entities, distance learning, and part-time segment-based settings
- No distinction amongst online or virtual state charter schools, brick and mortar settings with a distance learning component, or traditional school districts offering such programming to students.

Changes in Terminology

- ALL IEP SERVICES is now IEP SERVICES
 - Valid Codes for this Element
 - ‘Y’ = Individualized Education Program (IEP)
 - ‘S’ = Services Plan
 - ‘N’ = No Services Plan
 - BLANK (General education students)
- Individual Service Plan is now Services Plan