

GEORGIA DEPARTMENT OF EDUCATION (GADOE)
Office of Technology Services - Technology Management

FY 2011 FTE Data Collection General Information

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

Revision History

Date	Version	Description	Author
07/20/2010	1.0	Initial General Information document for FTE FY2011	Carl Garber
08/10/2010	1.2	Federal Special Education Child Count added	Carl Garber

FTE GENERAL INFORMATION

Introduction

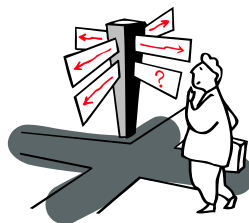
The Quality Basic Education (QBE) Act requires local school systems to report student enrollment in terms of Full-Time Equivalent (FTE) students. State funding for the operation of instructional programs are generated from FTE data reported by local school systems.

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

The FTE Web Site

The *FTE* documentation website is located at http://www.gadoe.org/pea_infosys_data.aspx?PageReq=PEAISDFTE. FTE Coordinators, and other school system employees, use these resources as a framework for answering questions about the FTE reporting process. We recommend printing the documentation for easy access. As information changes, every effort is made to update either the date tag on the website or the date information in the footer. In addition, the updated and the revised sections are highlighted in the documents. All documents on this website should be printed and placed in a binder for easy reference. Information is updated annually, and as FTE information or processes change.

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



NEED HELP?
See contact information on last page.

GENERAL INFORMATION PURPOSE

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

Summary of Changes for FY 2011

INTERNATIONAL EXCHANGE STUDENTS

International Exchange Students (IES) on a J-1 or F-1 visa will be reported in FTE with RESIDENT STATUS CODE = '7'. IES students are funded as residents of the reporting school system and are eligible to receive general education services. They are not eligible for Special Education or Title III ESOL services. IES students are non-immigrants and are expected to return to their home countries when they complete their programs. Upon enrolling, IES students are coded with a school entry code of 'O' and must have a withdrawal code of 'X' when exiting. These students are not eligible to earn diplomas at the completion of their program. See the *Enrollment and Withdrawal Guidelines* on the Policy Division website for more information.

ELIMINATION OF CYCLE 2 AS A SEPARATE COLLECTION

Data previously collected in December for the federal Child Count will now be collected in October during FTE Cycle 1. See the *Data Element Detail* for information on students that are reported for the Child Count. Reports from the previous Cycle 2 will be included in Cycle 1.

BLOCK SCHEDULING

Effective FY 2011, schools using block scheduling must have the appropriate entries set in the *Facilities Database*. Edits pertaining to block scheduling will verify the school's status based on information obtained from the *Facilities Database* following the Facilities certification period in August.

STATE AND COMMISSIONED CHARTERS

Report these students with RESIDENT STATUS CODE = '2'. This indicates the student is enrolled based on the consent of the system to accept the student. State and Commissioned Charters do not have geographic boundaries which would enable them to report the students as residents of their school system. Resident status code '2' is funded.

Situations Which Earn No FTE

FTE is not earned in these situations:

- Students whose **GRADE LEVEL** is Pre-kindergarten (**PK**), underage kindergarten (**UK**), or underage first grade (**UI**)
- Students who are overage or underage
- Students who are not present for at least 1 of the 10 days prior to the FTE count day
- Students who have a **RESIDENT STATUS CODE** = '5' (out-of-state student)
- Any segment reported with one of the following:
 - PROGRAM CODE = 'O' segment supported by non-state funds OR for any Pre-K
 - PROGRAM CODE = '4' student receiving GNETS Program services
 - PROGRAM CODE = 'N' student is in study hall that segment
 - PROGRAM CODE = '5' – Funding goes to the Georgia Virtual Schools Program

Common Terms and Standard Definitions for FTE

FEDERAL SPECIAL EDUCATION CHILD COUNT

All students age 3 -21 eligible for special education services should be reported with the appropriate primary area of disability regardless of services and program codes reported for the count day.

FTE COORDINATOR

Each local school system superintendent appoints one person to be the FTE Coordinator. The FTE Coordinator is the liaison between the local school system and GaDOE in matters regarding the reporting of FTE data. The FTE Coordinator's responsibilities include (but are not limited to):

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

FTE

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

FTE FUNDING PROGRAM CATEGORIES

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

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

FTE PROGRAM WEIGHT

The program weight is the numerical factor used in determining FTE funding. The assigned weight (value) given to an FTE category/program is determined by the cost of providing the state-funded courses approved by the Georgia Board of Education. The FTE Weights Committee, with input from state and local educators, determines the costs assigned to each FTE category.

- See [FTE Categories and Weights for 2010-2011](#) on the *FTE* web site for detailed information.
- See FTE Weight Formulas on last page of this document.

FTE CYCLES

The FTE cycle is a period of time, with a start and end date, in which school districts are able to submit data required for state reporting at the Georgia Department of Education.

Cycles 1 and 3 collect data used for QBE funding and official enrollment counts. These collection cycles are required by state law and are somewhat different in *population*. FTE Cycle 1 includes both active and withdrawn students; whereas, Cycle 3 only includes active students. FTE funds are earned based on the program weights and segments reported in Cycles 1 and 3.

Prior to FY 2011, **FTE also included Cycle 2** which was different in *population, purpose* and *data elements* reported. The information previously reported in Cycle 2 was unrelated to the FTE weights formula for funding, but was collected to fulfill federal reporting requirements.

As of FY 2011, Cycle 1 will now include the special education data previously reported in Cycle 2. These data elements include HOURS PER WEEK, PRIMARY AREA, RELATED HOURS, ALL IEP, SPECIAL ED ENVIRONMENT, and GAA FLAG.

FTE COUNT DAY

Each FTE cycle has a specific date designated as the “FTE Count Day.” Data collected on the count day during Cycles 1 and 3 can be thought of as a “picture” or “point in time snapshot” of the scheduled instructional services provided to students on that specific date. Additionally, the special education data elements collected Cycle 1 reflect the services provided for the entire school year, rather than on the count day.

FTE RECORD

One FTE record represents all reported information for one student.

- Therefore, the total number of student FTE records = the total school system enrollment.
- See **Data Elements Detail for Cycles 1 and 3** on the *FTE* web site for definitions of each of the elements collected.

PROGRAM PARTICIPATION

FTE provides an enrollment count of students as well as an indication of program participation based on the instructional services received during the six segments. Program participation is identified in the following ways: 1. Assigned program codes for each 1/6 segment of the school day, 2. Program participation flags or coding such as ESOL, Title I (Homeless, Neglected/Delinquent status, Alternative Education, and ELL eligibility status).

STANDARD REPORTING

Standard reporting is the transmission of FTE data in the format required by GaDOE. See the **FTE Layout** on the Data Collections web site for detailed information regarding data elements and specifics on populations to report.

STUDENT ID NUMBER

All students must have a student ID. While the majority of students report the social security number for FTE, others choose to receive a social security-like number. These state-provided numbers, also known as FTE numbers or 800 numbers, are provided for students who do not wish to provide a social security number. Districts may request these numbers by contacting Customer Support (see last page for contact information).

FTE Funding Criteria

Funding for FTE is determined according to the requirements outlined in state law, federal law and program enforcement.

Some of those requirements include the following:

1. Eligibility for Enrollment in School – Students that have attained age 5 by September 1 are eligible for enrollment in the appropriate general education programs authorized in state law. General education students who have reached the age of 20 by September 1 or have received high school diplomas or the equivalent are not eligible for enrollment. Students with disabilities are eligible for enrollment through age 21 or until they receive a high school or special education diploma or the equivalent. In addition, the law notes an exception for students who were legal residents of another state. *See O.C.G.A. 20-2-150.*
2. Six Segments – The FTE report must indicate the student’s specific assigned program for each one-sixth segment of the school day on the designated reporting date. *See O.C.G.A. 20-2-160.* Courses that are identified as study hall, non-credit courses, enrichment courses, or course which require participation in an extracurricular activity for which enrollment is on a competitive basis, courses in which student serves as a teacher assistant, office assistant, or library aides, courses for which no outline of course objectives is prepared or does not dedicate a major portion of the class time toward meeting state-approved curriculum requirements, or any other course identified by the Georgia Department of Education are not eligible for FTE funding.
3. Prior Ten Days – A student must have attended class for at least one of the prior ten school days before the FTE count date.
4. Enrolled in an Instructional Class – A student must be enrolled in an instructional program to earn FTE funding for that segment. The student must be regularly scheduled to receive services on the count day. In other words, schedules should not be rearranged for the purpose of earning FTE funding. Funding should be based on the student’s needs and the ability of the school to regularly schedule those services.
5. Tuition – Students that pay tuition for class enrollment do not earn FTE funding for that class.
6. Resident Status – FTE funding is earned for students that are residents of a Georgia public school district. Out of state students do not earn FTE funding.
7. Class Size – Schools must meet Class Size requirements as defined in state law and state board of education policy. Local boards of education not complying with maximum class size requirements shall be subject to a complete loss of funding for the entire class or program that is out of compliance. For additional information, refer to Georgia Board of Education Rule 160-5-1-.08 CLASS SIZE. *For FY 2011, the State Board of Education issued a resolution granting an exemption from all statutory and regulatory class size maximums for any local education agency whose board submits a resolution to the Georgia Department of Education.*
8. Program Requirements – Various programs have additional program requirements that must be met in order for students to earn FTE funding. For example, teacher certification/training may be a requirement as well as differentiated instruction and eligibility assessment.

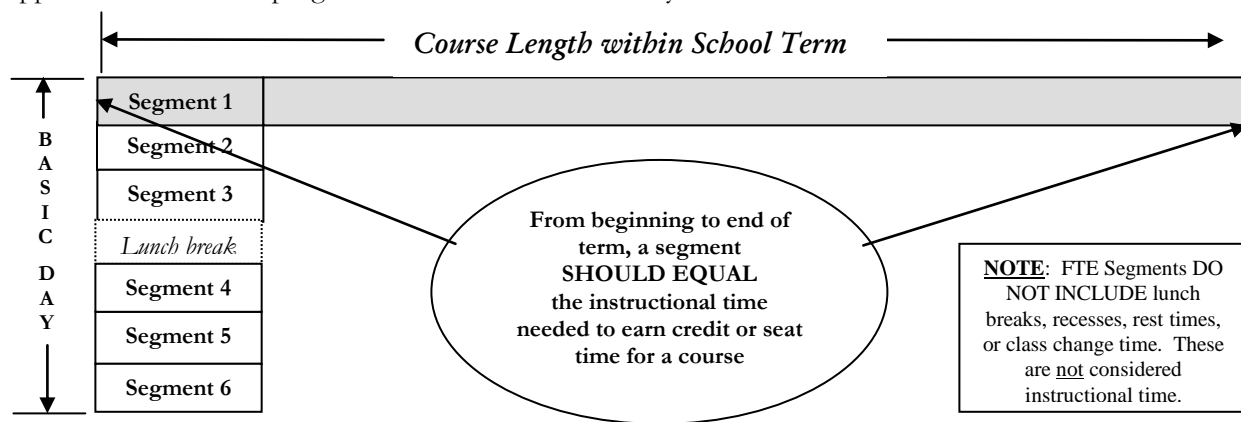
Data Collected in FTE Cycles 1 and 3

FTE CYCLE	Cycle ONE	Cycle THREE
PURPOSE	To determine state funding	To determine state funding
POPULATION (WHO TO REPORT)	ALL STUDENTS (See Previous Page)	ACTIVE STUDENTS (See Previous Page)
WHEN	Fall	Spring
DATA ELEMENTS	Cycle ONE Elements	Cycle THREE Elements
<p>* = Elements required for this cycle only</p> <p>Elements are listed in the order found on the Data File Layout</p>	System	System
	Fiscal Year	Fiscal Year
	Report Period	Report Period
	Student ID	Student ID
	School	School
	Grade Level	Grade Level
	Prior Ten Days	Prior Ten Days
	Resident Status Code	Resident Status Code
	System of Residency	System of Residency
	Program Code (Segments 1-6)	Program Code (Segments 1-6)
	Alternative Education Program	Alternative Education Program
	Withdrawal Date *	
	Location of Enrollment (Segments 1-6)	Location of Enrollment (Segments 1-6)
	Fiscal Agent (Segments 1-6)	Fiscal Agent (Segments 1-6)
	ESOL- Itinerant	ESOL- Itinerant
	ESOL Non-Itinerant	ESOL Non-Itinerant
	Gender	Gender
	Ethnicity	Ethnicity
	Race (Indian, Asian, Black, Pacific, White)	Race (Indian, Asian, Black, Pacific, White)
	Withdrawal Reason*	
	Diploma Type *	
	Student Status	Student Status
	School Entry Code *	
	Environment	Environment
	Report Type	Report Type
	Date of Birth	Date of Birth
	Transported (Segments 1-6)	Transported (Segments 1-6)
	Supplemental Speech (Segments 1-6)	Supplemental Speech (Segments 1-6)
	Itinerant Teacher (Segments 1-6)	Itinerant Teacher (Segments 1-6)
	Inclusion (Segments 1-6)	Inclusion (Segments 1-6)
	Hours Per Week (per Disability) *	
	Primary Area *	
	Related Hours (per service category) *	
	All IEP *	
ELL (English Language Learner)	ELL (English Language Learner)	
Special Education Environment *		
GTID	GTID	
Gifted Delivery Model (Segments 1-6)	Gifted Delivery Model (Segments 1-6)	
GAA Flag *		
Previous Student ID	Previous Student ID	
Last Name	Last Name	
First Name	First Name	
Middle Initial	Middle Initial	

Reporting of Segments

FTE INSTRUCTIONAL SEGMENT

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



Depending on the grade, a segment consists of:

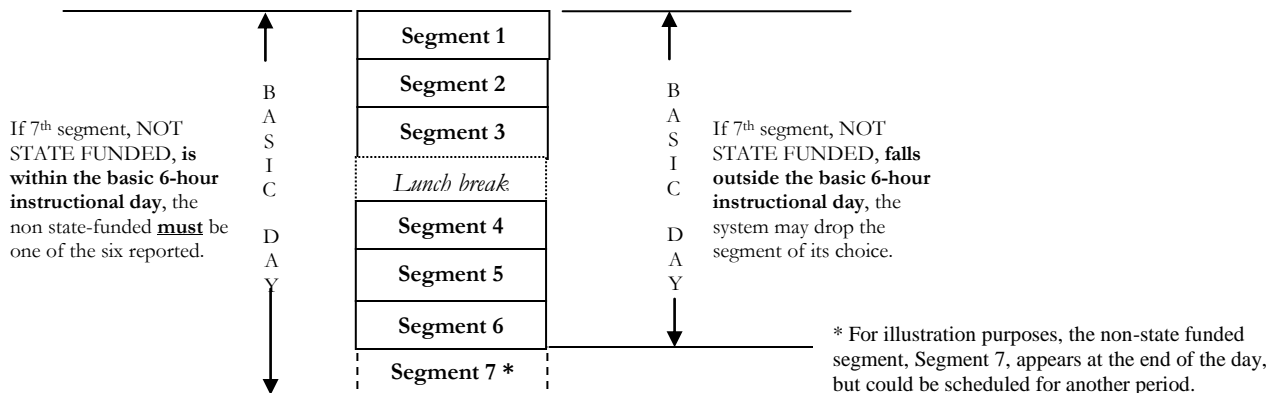
- **For Grades PK-8:** the minimum number of hours of instruction required for the length of the school day divided by six.
- **For Grades 9-12:** at least the minimum number of minutes required for earning of a Carnegie unit

Refer to Georgia Board of Education [Rule 160-4-2-.47 \(48\) HIGH SCHOOL GRADUATION REQUIREMENTS](#) and [Rule 160-5-1-.02 SCHOOL DAY FOR STUDENTS](#).

Each student’s FTE record must have program codes for all six segments. If a segment is not coded, the record is rejected when it is processed at GaDOE and the school district will receive an error message. **If the student is not scheduled for a state-approved course, the segment must be coded as non state-funded (code ‘O’).** Use the segment code ‘O’ for all regular education pre-kindergarten student segments.

REPORTING 7 SEGMENTS

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



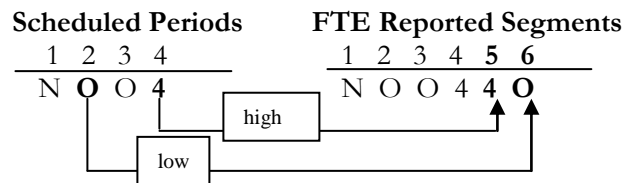
REPORTING SEGMENTS FOR BLOCK SCHEDULING

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

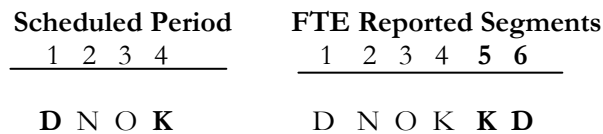
- ❑ **For Cycle 1** (Fall Count) the system will report the four classes that are scheduled on the official state FTE count day as the first four segments. Segments five and six will be obtained from the day before the count and will consist of one segment reflecting the highest weight code for the student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

Rules for determining the highest and lowest weights:

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



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



USING “SKINNIES” WITH BLOCK SCHEDULING

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

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

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

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

REPORTING SEGMENTS FOR A FIVE PERIOD DAY

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

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

FTE Weight Formulas

UNWEIGHTED FTE

An unweighted FTE is the sum of all segments reported for a given program, divided by six and rounded to the nearest whole number. It does not represent a particular student. A particular student may have several different FTE unweighted categories (e.g., Grades 9-12, Vocational Lab, Gifted) assigned during an academic day. Therefore, the services the student receives may show up in the totals of different unweighted FTE categories.

$$\text{Unweighted FTE} = \text{Rounded } ((\text{Sum All Segments}) / 6)$$

WEIGHTED FTE

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

$$\text{Weighted FTE} = \text{Unweighted FTE} \times \text{Program Weight}$$

REQUESTS FOR ASSISTANCE



Should you need assistance with any aspect of reporting data, accessing our website or general questions regarding validation and edit rules for any data collection, please contact the Information Technology Customer Support by one of the following methods:

- For the **quickest response**, email Technology Customer Support at dticket@doe.k12.ga.us
- You may also call Information Technology Customer Support at 1-800-869-1011.