



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

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# **FY2011 FTE Data Collection Program Codes and Weights**

## Document Revision Updates

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REVISION DATE	DATA ELEMENTS AFFECTED	COMMENTS
07/28/2010	Funding Weights	Updated funding weights to FY2011 values

# FTE PROGRAM CODES and WEIGHTS

For all students except those in special education programs, funding weights are determined by the category or program in which the students are served. See Table 1. For detailed information on the program codes, see pages 6 through 10.

**TABLE 1 – Funding Weights for All Programs Except Special Education**

<u>Program Code</u>	<u>Category/Program</u>	<u>FY2011 Weight*</u>
A	Kindergarten	1.6609000
B	Grades 1-3	1.2865000
C	Grades 4-5	1.0327000
9	Grades 6-8 (Middle Grades Program)	1.0165000
D	Grades 9-12	1.0000000
E	Kindergarten Early Intervention Program (EIP)	2.0530000
F	Primary Grades 1-3 (EIP)	1.8054000
G	Upper Grades 4-5 (EIP)	1.7998000
H	Grades 6-8 (Middle School Program)	1.1220000
I	Gifted Education	1.6694000
J	Remedial Education	1.3141000
K	Vocational Lab	1.1838000
M	Postsecondary Options (Dual Credit)	N/A
N	Study Hall (Non-state funded)	N/A
O	Other (Non-state funded)	N/A
5	Georgia Virtual Schools Program (funding goes to program)	N/A
6	Move on When Ready – General Education	N/A
7	Move on When Ready – Vocational Lab	N/A

*\* Weights are based on the QBE Weights for Funding Formula Report as of the beginning of the fiscal school year.*

The number of segments a student is served in an area of special education and the type of disability the student has determine the level of funding for special education. For example, a student receiving one to three segments of Specific Learning Disability (SLD) services will earn level III funding. If that student receives four to six segments of SLD (self-contained), the funding level changes to Level I. Refer to Tables 2 and 3 (below) for the special education funding weights.

### **Special Education Levels I through V**

There are five levels of special education funding. Each level represents a different funding weight. The program code for each disability is noted in parentheses. Table 2 summarizes this information.

Level I	Specific Learning Disability (U) for 4 to 6 segments Speech-Language Impairment (3) for 4 to 6 segments
Level II	Mild Intellectual Disability (P) for 1 to 6 segments
Level III	Moderate Intellectual Disability (Q) for 1 to 6 segments Severe Intellectual Disability (R) for 1 to 6 segments Emotional and Behavioral Disorder (T) for 1 to 6 segments Specific Learning Disability (U) for 1 to 3 segments Orthopedic Impairment (V) for 4 to 6 segments Hearing Impairment (W) for 4 to 6 segments Deaf (X) for 4 to 6 segments Other Health Impairment (Y) for 4 to 6 segments Speech-Language Impairment (3) for 1 to 3 segments
Level IV	Profound Intellectual Disability (S) for 1 to 6 segments Orthopedic Impairment (V) for 1 to 3 segments Hearing Impairment (W) for 1 to 3 segments Deaf (X) for 1 to 3 segments Other Health Impairment (Y) for 1 to 3 segments Visual Impairment (Z) for 1 to 6 segments Blind (1) for 1 to 6 segments Deaf and Blind (2) for 1 to 6 segments
Level V*	Inclusion*

\* Level V funding is earned when the special education student is placed in a general education classroom and receives additional services through a paraprofessional (inclusion code = 4), interpreter (inclusion code = 5), job coach (inclusion code = 6), other assistive personnel (inclusion code = 7) or another general education teacher (inclusion code = 8). Any segment that is reported with INCLUSION codes '4' through '8' must have a general education **PROGRAM CODE** ('A' – 'M' or '6', '7', or '9') in the corresponding **PROGRAM CODE** segment. This level of funding is identified on the *FTE Funded and Non-Funded Students Report (FT011)* in the row labeled "Inclusion". On the *Enrollment in Special Education Report (FT004)*, these are the totals for inclusion codes '4' through '8'. See the *FTE Data Element Detail for Cycles 1 and 3* for more information on the use of inclusion codes.

**TABLE 2 – Special Education Funding Level Chart**

<i>Program Code</i>	<i>Category/Program</i>	<i>Number of Segments</i>			
		<i>Level I</i>	<i>Level II</i>	<i>Level III</i>	<i>Level IV</i>
P	Mild Intellectual Disability		1 - 6		
Q	Moderate Intellectual Disability			1 - 6	
R	Severe Intellectual Disability			1 - 6	
S	Profound Intellectual Disability				1 - 6
T	Emotional & Behavioral Disorder			1 - 6	
U	Specific Learning Disability	4 - 6		1 - 3	
V	Orthopedic Impairment			4 - 6	1 - 3
W	Hearing Impairment			4 - 6	1 - 3
X	Deaf			4 - 6	1 - 3
Y	Other Health Impairment			4 - 6	1 - 3
Z	Visual Impairment				1 - 6
1	Blind				1 - 6
2	Deaf and Blind				1 - 6
3	Speech-Language Impairment	4 - 6		1 - 3	

**TABLE 3 – Funding Weights for Special Education Levels**

<u>Program Code</u>	<u>Category/Program</u>	<u>FY2011 Weight</u>
	Level I	2.3973000
	Level II	2.8209000
	Level III	3.5939000
	Level IV	5.8299000
	Level V (Inclusion)	2.4606000
4	Georgia Networks for Educational and Therapeutic Support (GNETS)**	N/A**

\*\* No FTE weight is assigned to the Georgia Networks for Educational and Therapeutic Support (GNETS) Program. GNETS Programs are funded through a separate grant and are considered to be a special education program code.

Students attending a GNETS facility or instructed by GNETS personnel should be reported with the GNETS program code (**PROGRAM CODE = '4'**) for each segment of service received in the GNETS program. For example, if a student received 3 segments of emotional and behavioral disorder instruction (program code "T") on the FTE count day and attended a GNETS facility for the other 3 segments, only the 3 segments at the GNETS facility would be coded as program code '4'. The other 3 segments would be coded as "T".

## FTE Program Codes

Program codes are used to determine the weight that will be assigned to the number of FTEs earned in funding an instructional program area. A school system may claim segments for students that meet program criteria and are being served according to program guidelines. To claim FTE funding segments, the student must be *regularly scheduled for service or program instruction* on the day of the count. Students who are not regularly scheduled for service or program instruction on the day of the count must be reported according to the program weight that indicates the actual services they receive on the FTE count day. School systems may not alter a student's schedule to capture a specific weight for the FTE count day.

### **Kindergarten – PROGRAM CODE = ‘A’**

Students scheduled to receive general curriculum services in Kindergarten for the entire day will normally have six segments of Kindergarten (**PROGRAM CODE = ‘A’**) per school day. Students in Kindergarten who receive other services should be coded with the appropriate program code for each segment of other services received outside of the Kindergarten program.

### **Grades 1-3 – PROGRAM CODE = ‘B’**

Students scheduled to receive general curriculum services in grades 1 through 3 for the entire day will normally have six segments of Grades 1-3 (**PROGRAM CODE = ‘B’**) per school day. Students in grades 1 through 3 who receive other services should be coded with the appropriate program code for each segment of other services received outside of the grades 1 through 3 program.

### **Grades 4-5 – PROGRAM CODE = ‘C’**

Students scheduled to receive general curriculum services in grades 4 through 5 for the entire day will normally have six segments of Grades 4-5 (**PROGRAM CODE = ‘C’**) per school day. Students in grades 4 through 5 who receive other services should be coded with the appropriate program code for each segment of other services received outside of the grades 4 through 5 program.

### **Grades 6-8 (Middle Grades Program) – PROGRAM CODE = ‘9’**

Students scheduled to receive general curriculum services in grades 6 through 8 for the entire day will normally have six segments of Middle Grades 6-8 (**PROGRAM CODE = ‘9’**) per school day. Students in grades 6 through 8 who receive other services should be coded with the appropriate program code for each segment of other services received outside of the Middle Grades 6-8 program.

Students in grades 6 through 8 who attend an alternative program or evening program, and who receive general curriculum services in grades 6 through 8, will report segments of Middle Grades 6-8 (**PROGRAM CODE = ‘9’**) for the actual number of segments the students were served. Students in grades 6 through 8 who attend an alternative program or evening program and receive other services should be coded with the appropriate program code for each segment of other services received. The number of weighted segments reported for the student should reflect the actual number of segments the students received on the FTE count day.

**Grades 9-12 – PROGRAM CODE = ‘D’**

Students scheduled to receive general curriculum services in grades 9 through 12 for the entire day will normally have six segments of Grades 9-12 (**PROGRAM CODE = ‘D’**) per school day. Students in grades 9 through 12 who receive services other than the general curriculum should be coded with the appropriate program code for each segment of other curriculum services received outside of the general education program.

Students in grades 9 through 12 who are enrolled in Driver Education should be reported with the **PROGRAM CODE = ‘D’** provided fees are not charged to enroll in the class.

Students in grades 9 through 12 that attend an alternative program or evening program, and who receive general curriculum services in grades 9 through 12, will report segments at the Grade 9-12 weight (**PROGRAM CODE = ‘D’**) for the actual number of segments the students received services. Students in grades 9 through 12 who attend alternative programs or evening programs, and who receive other curriculum services, should be coded with the appropriate program code for each segment of services received. The number of weighted segments reported for the student should reflect the actual number of segments the student received on the FTE count day.

**Kindergarten Early Intervention Program (EIP) – PROGRAM CODE = ‘E’**

Students in Kindergarten who are receiving services under the Early Intervention Program should be reported with a **PROGRAM CODE = ‘E’** for each segment served in the program.

Refer to Georgia Board of Education [Rule 160-4-2-.17 EARLY INTERVENTION PROGRAM \(EIP\)](#) and the *Early Intervention Program (EIP) Guidelines and Implementation Suggestions* for additional information.

**Grades 1-3 Early Intervention Program (EIP) – PROGRAM CODE = ‘F’**

Students in grades 1 through 3 who are receiving services under the Early Intervention Program should be reported with a **PROGRAM CODE = ‘F’** for each segment served in the program. Students removed from the general education classroom for one segment to participate in the Reading Recovery Program may be counted for one segment of EIP instruction for the year.

Refer to Georgia Board of Education [Rule 160-4-2-.17 EARLY INTERVENTION PROGRAM \(EIP\)](#) and the *Early Intervention Program (EIP) Guidelines and Implementation Suggestions* for additional information.

**Grades 4-5 Early Intervention Program (EIP) – PROGRAM CODE = ‘G’**

Students in grades 4 through 5 who are receiving services under the Early Intervention Program should be reported with a **PROGRAM CODE = ‘G’** for each segment served in the program.

Refer to Georgia Board of Education [Rule 160-4-2-.17 EARLY INTERVENTION PROGRAM \(EIP\)](#) and the *Early Intervention Program (EIP) Guidelines and Implementation Suggestions* for additional information.

**Grades 6-8 (Middle School Program) – PROGRAM CODE = ‘H’**

Students attending schools using an approved Middle School Program model, and who are scheduled to

receive general curriculum services in grades 6 through 8 for the entire day will have six segments of Grades 6-8 (Middle School Program ) (**PROGRAM CODE = 'H'**) per school day. Only schools using this state-approved model should report students with 'H' segments. All other schools serving students in grades 6 through 8 should use the Middle Grades Program code ('9'). Students in grades 6 through 8 who receive other curriculum services should be coded with the appropriate program code for each segment of other services received outside of the general education program.

For more information on the Middle Schools Program, see Georgia Board of Education [Rule 160-4-2-.05 MIDDLE SCHOOL PROGRAM CRITERIA](#).

### **Gifted Education – PROGRAM CODE = 'I'**

Gifted students who are served in an approved gifted education model should be reported with the Gifted weight (**PROGRAM CODE = 'I'**) for each segment served on the FTE count day.

Refer to Georgia Board of Education [Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS](#) and the *Georgia Department of Education Resources Manual for Gifted Education Programs* to find the approved delivery models and funding criteria for gifted education.

### **Remedial Education – PROGRAM CODE = 'J'**

Remedial Education Program (REP) FTE weight may be earned for students in grades 6 through 12 who meet program guidelines are served in an approved REP model.

Students in grades 6 through 12 may be claimed for a maximum of two REP segments per day, one segment of reading/writing and one segment of mathematics, if eligible for remediation in reading, writing and mathematics. Students receiving remedial instruction in schools that use block scheduling may report a maximum of three segments of REP per day. Refer to State Board Rule 160-4-5-.01 REMEDIAL EDUCATION and the *Remedial Education Program Guidelines* for information on the REP program. For more information on block scheduling, refer to the *FTE General Information*.

### **CTAE/Vocational Lab – PROGRAM CODE = 'K'**

Vocational lab weight (**PROGRAM CODE = 'K'**) may be reported for students enrolled in state-approved CTAE/vocational courses that meet the following general criteria.

- Replacement costs of equipment and materials are at least 50 percent higher than those needed for a regular general education class. This criterion does not apply to cooperative work-study laboratories, pre-apprenticeship programs and apprenticeship programs.
- Students spend a minimum of 25 percent of the instructional time in “hands-on” activities.
- All equipment, software, materials, etc. used in the lab are in place and operational on the day of the FTE count.
- Students are enrolled in grades 9 through 12.

*Note: JROTC and Military Science are included among the courses eligible for vocational weight.*



### ***Vocational Cooperative Work Programs/Work-Based Learning Programs***

Students enrolled in state-approved vocational cooperative work programs or work-based learning programs may report FTE segments for a maximum of three segments of vocational lab weight for the instructional day, including the related classroom instruction segment. The students may or may not receive compensation for work performed on the job.

The segments of related classroom instruction may be assigned vocational lab weight (**PROGRAM CODE = 'K'**) if the following criteria are met:

- An education/work agreement between the school and employer was on file.
- The student receiving on-the-job training is supervised by the certified cooperative instructor who teaches the student in class. The instructor must not be scheduled to teach a class during the supervision time. The segments of on-the-job training are coded regular high school weight of 'D'.

### **Postsecondary Options (Dual Enrollment) – PROGRAM CODE = 'M', '6' or '7'**

Students taking courses from a state public or private postsecondary institution while still enrolled as a high school student, and receiving credit both at the high school and at the postsecondary institution should be reported with the **PROGRAM CODE = 'M', '6', or '7'** for that course segment.

<b><i>Program Code</i></b>	<b><i>Description</i></b>
M	When reporting 'M' segments in FTE, the location of the services and the fiscal agent for the teacher must also be reported.
6	Move on When Ready - Instruction provided at TCSG or USG institutions which is equivalent to the general education instruction under the existing 'D' program code.
7	Move on When Ready - Instruction provided at TCSG or USG institutions which is equivalent to the vocational lab instruction under the existing 'K' program code.

Refer to Georgia Board of Education Rule 160-4-2-.16 SCHEDULING FOR INSTRUCTION and Rule 160-4-2-.34 DUAL AND JOINT ENROLLMENT RECORDS.

- **Dual Enrollment HOPE Grant** - Schools with students participating in the Dual Enrollment HOPE Grant Program are reported in the same manner as the students participating in the PSO/Accel program. They are reported with the 'M' segment. The 'K' segment that was previously allowed for students taking courses under the Dual Enrollment HOPE Grant is no longer valid for those courses.

### **Study Hall – PROGRAM CODE = 'N'**

Students enrolled in a Study Hall program should be reported with the **PROGRAM CODE = 'N'** for each segment of Study Hall served on the FTE count day.

### **Other (Non-state funded) – PROGRAM CODE = 'O'**

**PROGRAM CODE = 'O'** should be reported as a segment code for services that do not fall into any other program code listed or do not meet Georgia Performance Standards requirements. Examples include, but are not limited to, the following:

- Pre-Kindergarten students who are not receiving any Special Education services should be reported with six segments of **PROGRAM CODE = 'O'**.
- Driver education segments should be reported as **PROGRAM CODE = 'O'** if fees are charged.
- Students participating in the Joint Enrollment Program should be reported with the **PROGRAM CODE = 'O'**. This program allows students to take courses at a state public or private postsecondary institution while still enrolled in high school; however, credit is only earned at the postsecondary institution.
- Students enrolled in an alternative-school or night-school program should be reported with the appropriate program code for segments in which the educational services are received. Any remaining segments should be reported with the **PROGRAM CODE = 'O'** to equal 6 segment codes for each student.
- Students enrolled in private schools who attend public schools for special services should be reported with the appropriate program code for segments where educational services are received. Any remaining segments should be reported with the **PROGRAM CODE = 'O'** to equal 6 segment codes for each student.

#### **Georgia Virtual School Program (GAVS) – PROGRAM CODE = '5'**

The Georgia Virtual School Program (GAVS) provides online learning courses to eligible students in Georgia. School systems cannot claim FTE program funding for segments in which the student takes an online course through GAVS. Refer to Georgia Board of Education Rule 160-8-1-.01 GEORGIA VIRTUAL SCHOOL for more detail.

Students enrolled in a course through the **Georgia Virtual School Program (GAVS)** should be reported with the GAVS program code (**PROGRAM CODE = '5'**) for that segment.