FY2024 FTE Data Collection Categories and Weights
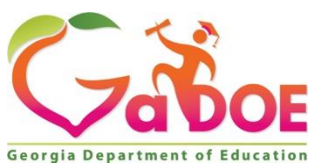
GEORGIA DEPARTMENT OF EDUCATION (GADOE)

Office of Technology Services - Technology Management

Document Revision Updates

REVISION DATE	DATA ELEMENTS AFFECTED	COMMENTS
7-1-2023		Initial Update

FTE PROGRAM CODES and WEIGHTS

The program weights (and the cost of instructional programs) vary depending upon the teacher-student ratios and specific services typically required to address the special needs of students enrolled. The amount of FTE funding paid for each student enrolled, and each different class or service provided to the student, is related to the degree of specialized service(s) provided. The smaller the teacher-student ratio, the higher the weighting (and funding) for each student in a class. Think about a small class of kindergarten students compared to a larger class of high school students.   The fewer the students getting a specialized service, the higher the weighting (and funding). The more specialized the service provided, the higher the weighting (and funding). Think about services provided to deaf students (a very small class) or gifted students (a medium-sized class) compared to a general education high school class (a larger class).

The high school general education program is declared to be the base program against which the cost of all other instructional programs shall be compared. The General Assembly shall annually establish through the General Appropriations Act the base amount to be used each year. The assigned weight (value) for 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.

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

PROGRAM CODE	CATEGORY/PROGRAM	FY2024 WEIGHT
A	Kindergarten	1.6831
B	Grades 1-3	1.2997
C	Grades 4-5	1.0406
D	Grades 9-12	1.0000
E	Kindergarten Early Intervention Program (EIP)	2.0842
F	Primary Grades 1-3 (EIP)	1.8306
G	Upper Grades 4-5 (EIP)	1.8254
H	Grades 6-8 (Middle School Program)	1.1415
I	Gifted Education	1.7267

J		Remedial Education		1.3648
K		CTAE Program (Vocational Lab)		1.1789
N		Study Hall (Non-state funded)		N/A
O		Other (Non-state funded)		N/A
6		Dual Enrollment – General Education **		N/A
7		Dual Enrollment – Vocational Lab **		N/A

* Weights are based on the QBE Weights for Funding Formula Report as of the beginning of the fiscal school year.
** Funding is available, but the PROGRAM CODE is not weighted, per the QBE Weights for Funding Formula Report. PROGRAM CODE = '6' is funded at the 'D' (Grades 9 – 12) weight; PROGRAM CODE = '7' is funded at the 'K' (Vocational Lab) weight.

SPECIAL EDUCATION FUNDING
The number of segments a student is served in an area of special education and the type of disability the student has determines 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
                 Hard of Hearing(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 student with disabilities receives services 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 teacher (inclusion code = 8). Any segment that is reported with INCLUSION codes '4' through '8' must have a general education PROGRAM CODE ('A' – 'K' or '6', '7') 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.

Note: Any segment reported with the INCLUSION indicator of '9' (student is receiving special education services in a general education setting through direct special education services) must be reported with a disability specific PROGRAM CODE and is funded at Special Education Levels I – IV with a disability-specific weight for FTE funding.

TABLE 2: Special Education Funding Level Chart

PROGRAM CODE	CATEGORY/PROGRAM	NUMBER OF SEGMENTS			
		Level I	Level II	Level III	Level IV
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	Hard of Hearing			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

PROGRAM CODE	CATEGORY/PROGRAM	FY2024 WEIGHT
	Level I	2.4651
	Level II	2.9035
	Level III	3.6913
	Level IV	5.9696
	Level V (Inclusion)	2.5225
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 not 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 who 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. <u>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.</u> School systems may not alter a student's schedule to capture a specific weight for the FTE count day.

<u>KINDERGARTEN</u>: 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.

<u>GRADES 1-3</u>: PROGRAM CODE = 'B'
Students scheduled to receive general curriculum services in grades 1 - 3 for the entire day will normally have six segments of Grades 1-3 (PROGRAM CODE = 'B') per school day. Students in grades 1 - 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 - 3 program.

<u>GRADES 4-5</u>: PROGRAM CODE = 'C'
Students scheduled to receive general curriculum services in grades 4 - 5 for the entire day will normally have six segments of Grades 4-5 (PROGRAM CODE = 'C') per school day. Students in grades 4 - 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 - 5 program.

<u>GRADES 9-12</u>: PROGRAM CODE = 'D'
Students scheduled to receive general curriculum services in grades 9 - 12 for the entire day will normally have six segments of Grades 9-12 (PROGRAM CODE = 'D') per school day. Students in grades 9 - 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 - 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 - 12 that attend an alternative program or evening program, and who receive general curriculum services in grades 9 - 12, will report segments at the grade 9-12 weight (PROGRAM CODE = 'D') for the actual number of segments the student's received services. Students in grades 9 - 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.

<u>KINDERGARTEN EARLY INTERVENTION PROGRAM (EIP)</u>: 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 - 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 - 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 - 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. Students in grades 6 - 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 - 12 who meet program guidelines are served in an approved REP model. The Remedial Education Program is an instructional program designed for students in grades 6 -12 who have identified deficiencies in reading, writing, or mathematics.
Refer to Georgia Board of Education 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 PROGRAM (Vocational Lab): PROGRAM CODE = 'K'
CTAE PROGRAM (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 GRADE LEVEL '09' – '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 (3) 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'.

<u>POST-SECONDARY OPTIONS (DUAL ENROLLMENT):</u> PROGRAM CODE = '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 = '6' or '7' for that
course segment. Funding is available but the PROGRAM CODE is not weighted, per the QBE
Weights for Funding Formula Report.

TABLE 4: Dual Enrollment PROGRAM CODES

PROGRAM CODE	DESCRIPTION
6	Dual Enrollment instruction provided is equivalent to the general education instruction under the existing PROGRAM CODE = 'D'.
7	Dual Enrollment instruction provided is equivalent to the vocational lab instruction under the existing PROGRAM CODE = 'K'.

<u>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.</u>

TABLE 5: Dual Enrollment Scenario/Reporting Instructions

DUAL ENROLLMENT SCENARIOS	REPORTING INSTRUCTIONS
The student is enrolled full-time (12 or more credit hours) in a post-secondary school under Dual Enrollment and is not taking any classes at the high school.	Report all 6 segments with PROGRAM CODE = '6' or '7' and specify the LOCATION OF SERVICE for each segment.
Student is enrolled in post-Secondary school under Dual Enrollment but is also taking classes at the high school. (i.e., Student has more than 6 classes on schedule)	Report the six (6) PROGRAM CODE segments of choice.
Student is on block schedule and has one or more PROGRAM CODE segments for Dual Enrollment. <u>Vendor Implication:</u> The vendor will need to determine if the PROGRAM CODE = '6' or '7' segment is the 5th or 6th segment based on either the equivalent general education instruction (PROGRAM CODE = 'D') OR the equivalent vocational education instruction (PROGRAM CODE = 'K').	Report a segment representing the PROGRAM CODE for each of the 4 classes. PROGRAM CODE segments 5 and 6 will be the highest and lowest weighted PROGRAM CODE. If PROGRAM CODE = '6' or '7' represents the highest or lowest segment, then report the PROGRAM CODE appropriate segment.
Student has less than 6 segments and is not on a block schedule.	Report the segment representing the PROGRAM CODE for each of the classes.

<u>STUDY HALL:</u> 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.

<u>OTHER (NON-STATE FUNDED):</u> 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.