

# Data Collections 101

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# Office of Federal Programs

The Georgia Department of Education, Office of Federal Programs provides technical assistance, program monitoring, and resources to local educational agencies (LEAs) implementing federal Every Student Succeeds Act (ESSA) grants and Individuals with Disabilities Education Act (IDEA) grants. Additionally, this office provides the necessary infrastructure to support local school districts in their efforts to provide special education-related services for students with disabilities and services and supports for English learners.



# Office of Federal Programs - Organizational Chart

## Division of Federal ESSA Programs

## Division of Special Education Services and Supports



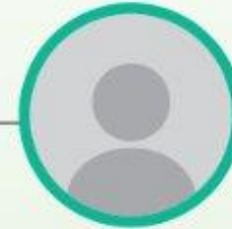
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### Program Managers



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**Scott Smith**  
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# Learning Targets

- Participants will be able to:
  - Define FTE
  - Identify why FTE is important
  - Determine who is reported in FTE
  - Determine when FTE is reported
  - Determine what is reported in FTE
  - Identify how FTE is calculated
  - Identify tips for FTE Reporting
  - Locate FTE resources and guidance documents
  - Join the GaDOE Community



# Full-Time Equivalent (FTE) Back to Basics

# What is FTE?

## Why Collect FTE?





# 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 a student or teacher is absent on Count Day, the services can still be reported as “scheduled to be provided.”

# Quality Basic Education (QBE) Act

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



# Official Code of Georgia (OCGA) 20-2-160

1. The full-time equivalent (FTE) program count for each local school system shall be obtained in the following manner:
2. 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
3. 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.

# Check on Learning: FTE

- ❓ FTE is the acronym for \_\_\_\_\_.
- ❓ What is FTE?
- ❓ FTE is based on student enrollment, educational services, and FTE Count Day. True or False?

# Check on Learning: FTE

- ❓ FTE is the acronym for \_\_\_\_\_.  
Full-Time Equivalent
- ❓ What is FTE?  
The State's funding mechanism
- ❓ FTE is based on student enrollment, educational services, and FTE Count Day. True or False?  
True

# Why Is FTE Important?



# FTE is:

- Legally mandated
- Used for state funding
- Used for federal data reporting

# Accurate FTE Reporting - Funding

- FTE-1 and FTE-3 data are used for state funding.
- FTE-1 carries twice the weighting of FTE-3 in the state funding formula.
- Special education programming can be expensive.
- Accurate FTE data reporting is essential for a district to earn the funds needed to provide those services.



# Accurate FTE Reporting - Data

- FTE-1 – Data collected is used to inform district compliance indicators
  - Environments
  - Disproportionality – Placement and Identification
- FTE-1 informs Federal Child Count
- FTE-1 informs Proportionate Share calculations
- FTE-1 informs Post School Survey

# Check on Learning: Why FTE?

❓ Why is FTE Important?

❓ FTE Data impacts funding and data reporting.  
True or False?

# Check on Learning: Why FTE?

❓ Why is FTE Important?

FTE is legally mandated, it is used for funding, and for federal data reporting.

❓ FTE Data impacts funding and data reporting. True or False?

True

# Who is Reported in FTE?



# Students With Disabilities (SWD) Reported in FTE -1 Child Count

Students Included	Comments
All Students with IEPs	Enrolled since the prior FTE-1 count day, if the student is withdrawn the reason and withdrawal date are captured.
Home-based Instruction	Placement is documented in the IEP and reported as if the student attended school in the 10 days prior to the count if appropriate services were provided. Periodic review of this placement is required.
Hospital/Homebound	Placement is documented in the IEP and reported as if the student attended school in the 10 days prior to the count if appropriate services were provided.

# SWDs Reported in FTE for Child Count

Students Included	Comments
State Schools	All students reported by the State Schools, grant-funded (not FTE).
Incarcerated in Local Jails	Students are required to be served.
Parentally Placed Students (PPS) in Private or Home School (including eligible students receiving Special Needs Scholarship(SNS) funds) <u><b>PPS Only Reported in FTE-1</b></u>	<b>IEP SERVICES</b> = ‘S’ or ‘N’ ‘S’ = Services Plan Students ‘N’ = No Services Reported by the LEA in which the home or private school is located Proportionate Share funded (not FTE).
IEP Placed in Private School (Students placed by public school)	Reported using disability-specific service code (FTE funded).



# FTE Count Prior Ten Days

- To be counted for funding in FTE, the student must be in attendance **at least one** of the **PRIOR TEN DAYS** before FTE Count Day **and** be enrolled and scheduled for service on the count day.
- The **PRIOR TEN DAYS** are based on the district's calendar of school days.
- Attendance on the count day is **not** included in the prior ten days.
- Reported in the data element **PRIOR TEN DAYS**

DATA Element **PRIOR TEN DAYS** = 'Y' or 'N'

- 'N' = Student was absent all ten days **prior** to the count
- 'Y' = Student was present at least one of the ten days **prior** to the count

# Prior Ten Days

If the student is in attendance in two different LEAs during the Prior Ten Days before FTE Count Day, the student would be reported with appropriate segments by the LEA for which the student is enrolled and receiving services on count day.

# When is FTE Reported?



# FTE Reporting

## When is FTE Reported?

Collection	Cycle	Count Date	Sign-off Date
FTE	1 (Includes Federal Child Count)	The first Tuesday in October	3 weeks after the count date
FTE	3	The first Thursday in March	3 weeks after the count date

# What is Reported in FTE?

Counts 1 & 3



# FTE Data Elements

FTE data is collected using multiple Data Elements.

A **Data Element** is a basic unit of information that has a unique meaning and has distinct values used for data collection.

Ex: **REPORT TYPE** = 'R' or 'S'

**REPORT TYPE** is a data element that indicates whether the student is a regular (general) education student or a student with a disability.

Valid codes are:

'R' = Regular/General Education Student

'S' = Student with a Disability



# FTE Data Elements Cycles 1 & 3

- Each FTE cycle collects specific data elements.
- Some data elements are collected in only FTE-1.
- Some are collected in both FTE cycles, FTE-1 and FTE-3.



A complete list of Data Elements is provided on the [FTE Resources \(gadoe.org\)](#) in the FTE Data Element Detail document.

# FY2025 FTE Data Element Detail

	CYCLE 1	CYCLE 3
<b>PURPOSE</b>	<b>STATE FUNDING AND ENROLLMENT</b>	<b>STATE FUNDING</b>
<b>WHO TO REPORT</b>	<b><u>ALL</u> STUDENTS</b>	<b><u>ACTIVE</u> STUDENTS</b>
<b>WHEN</b>	<b>OCTOBER</b>	<b>MARCH</b>
<b>DATA ELEMENTS</b> *Data Elements required for FTE-1 only. <a href="#">A complete listing of all Data Elements is in the Data Element Detail (FTE Resources (gadoe.org))</a>	SYSTEM	SYSTEM
	FISCAL YEAR	FISCAL YEAR
	<b>CHILD FIND STATUS - NEW</b>	
	REPORT PERIOD	REPORT PERIOD
	SCHOOL	SCHOOL
	GRADE LEVEL	GRADE LEVEL
	PRIOR TEN DAYS	PRIOR TEN DAYS
	RESIDENT STATUS CODE	RESIDENT STATUS CODE

# FTE Elements FY2025 FTE Data Element Detail

FTE CYCLE	CYCLE 1	CYCLE 3
*Data Elements required for FTE-1 only. <a href="#">A complete listing of all Data Elements is in the Data Element Detail (FTE Resources (gadoe.org))</a>	WITHDRAWAL DATE*	
	LOCATION OF ENROLLMENT (Segments 1-6)	LOCATION OF ENROLLMENT (Segments 1-6)
	WITHDRAWAL CODE*	
	DIPLOMA TYPE *	
	STUDENT STATUS	STUDENT STATUS
	SCHOOL ENTRY CODE*	
	ALTERNATE CONTENT STANDARDS	ALTERNATE CONTENT STANDARDS
	<b>DATE STUDENT BECAME ELIGIBLE FOR ALTERNATE CONTENT STANDARDS</b>	<b>DATE STUDENT BECAME ELIGIBLE FOR ALTERNATE CONTENT STANDARDS</b>

# FTE Elements FY2025 FTE Data Element Detail

FTE CYCLE	CYCLE 1	CYCLE 3
*Data Elements required for FTE-1 only. <a href="#">A complete listing of all Data Elements is in the Data Element Detail (FTE Resources (gadoe.org))</a>	<b>DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR ALTERNATE CONTENT STANDARDS</b>	<b>DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR ALTERNATE CONTENT STANDARDS</b>
	DEXTER MOSLEY	DEXTER MOSLEY
	SPECIAL EDUCATION SERVICES (Per Disability) *	
	RELATED SPECIAL EDUCATION SERVICES (Per Service Category) *	
	IEP SERVICES	IEP SERVICES
	SPECIAL EDUCATION ENVIRONMENT *	
<u>EVENT 09 - EXIT</u>	EVENT CODE*	
<u>EVENT 10 - REVOCATON</u>	EVENT DATE*	

# Check on Learning

- ❓ What is collected during the FTE Cycles?
- ❓ All data elements are collected in each FTE cycle. True or False?
- ❓ There are how many FTE data collections cycles?

# Check on Learning

? What is collected during the FTE data collection cycle?

Data elements

? All data elements are collected in each FTE cycle. True or False? False

? There are how many FTE data collection cycles?

Two FTE Cycles (FTE-1 and FTE-3)

# Primary Area & Program Funding Codes



# PRIMARY AREA & PROGRAM CODE

- The **PRIMARY AREA** data element indicates the student's primary area of exceptionality.
- The **PROGRAM CODE** data element represents the type of service received by a student during an instructional segment. The **PROGRAM CODE** is assigned a predetermined weight used in the funding calculation.



# Primary Area & Program Codes

For **most** students, the Program Code is the **Primary Disability Code**:

Primary Disability (Area)	Abbreviation	Primary Area Code	Funding Program Code
Mild Intellectual Disability	MID	P	P
Moderate Intellectual Disability	MOID	Q	Q
Severe Intellectual Disability	SID	R	R
Profound Intellectual Disability	PID	S	S
Emotional & Behavioral Disorder	EBD	T	T
Specific Learning Disability	SLD	U	U

# Chart Continued – Program Codes

Primary Disability (Area)	Abbreviation	Primary Area Code	Funding Program Code
Visual Impairment	VI	Z	Z
Blind	--	1	1
Deaf-Blind	DB	2	2
Speech-Language Impairment	SI	3	3
Orthopedic Impairment	OI	V	V
Hearing Impairment	HI	W	W
Deaf	--	X	X
Other Health Impairment	OHI	Y	Y

# Program Code Exceptions

For *most* students, the **PROGRAM CODE** is the **Primary Disability Code**. However, there are exceptions.

- **Autism (AU)**
- **Traumatic Brain Injury (TBI)**
- **Significant Developmental Delay (SDD)**

Should be coded using the PROGRAM CODE that best describes the student's current needs.

- **GNETS**

Segments taught by GNETS teachers are reported with a **PROGRAM CODE of '4'** regardless of disability.

# Chart Continued – Program Codes

Primary Disability (Area)	Abbreviation	Primary Area Code	Funding Program Code
Autism	AU	6	*
Traumatic Brain Injury	TBI	7	*
Significant Developmental Delay	SDD	8	*
<b>Georgia Network of Education &amp; Therapeutic Services</b>	GNETS	--	4**

\* The **PROGRAM CODE** should be coded using the area that best describes the student's current needs.

# Examples & Possible Options

## Student with Autism (no FTE PROGRAM CODE for AU)

- 1) Served in a co-teaching general education class with 6 other students with SLD and the student's IEP goals are academic in nature

*Report with **PROGRAM CODE = 'U'***

- 2) Served in a class with other students with MOID

*Report with **PROGRAM CODE = 'Q'***

- 3) Served in a co-teaching general education class and IEP goals are social/emotional in nature

*Report with a **PROGRAM CODE = 'T'***

*Note: **These are examples.** The LEA determines the appropriate code to use.*

# Reminder about SDD Age Limits

- Initial placement must be on or before the seventh (7<sup>th</sup>) birthday.
- Triennial Reevaluations are still required.
- The student may remain eligible for SDD through the end of the school year in which the student turns nine (9) years old.

Note: Students can be reevaluated and found eligible for something other than SDD sooner than age 9.

# SDD Examples

If the student turns nine **on or before June 30** of the current school year, you must establish a categorical eligibility by June 30, of the current school year.

- Example: Student turns nine June 15, 2025. That is within FY25 (July 1, 2024 through June 30, 2025) and a categorical eligibility (i.e., SLD, OHI) must be established for the student by June 30, 2025.

Special Education Rule 160-4-7-.05: Eligibility Determination and Categories of Eligibility

# SDD Examples

If the student turns nine **on or after July 1** of the following school year, you must establish a categorical eligibility by the end of the next school year.

- Example: Student turns nine July 7, 2025. That is after FY25 (July 1, 2024 to June 30, 2025) therefore a categorical eligibility must be established for the student by the end of FY26, which is June 30, 2026.

Special Education Rule 160-4-7-.05: Eligibility Determination and Categories of Eligibility





# FTE Funding

# Keys to FTE Funding

- October and March FTE counts earn LEAs state funds for all programs including programs for SWD.
  - Special Education State funds are earned based on:
    - the **FTE Funding Program Category** and its corresponding **FTE Program Weight**
- AND**
- the amount of services the student receives.

# FTE Funding

## FTE Funding Program Categories

- An **FTE Program Category** is a state-authorized instructional program as listed in the QBE Act.
- Special Education has **5 levels** of funding
  - Level 1, Level 2, Level 3, Level 4, and Level 5

## FTE Program Weight

- The **Program Weight** is the numerical factor used in determining FTE funding.
- Each of the **5 levels** has a different weight.

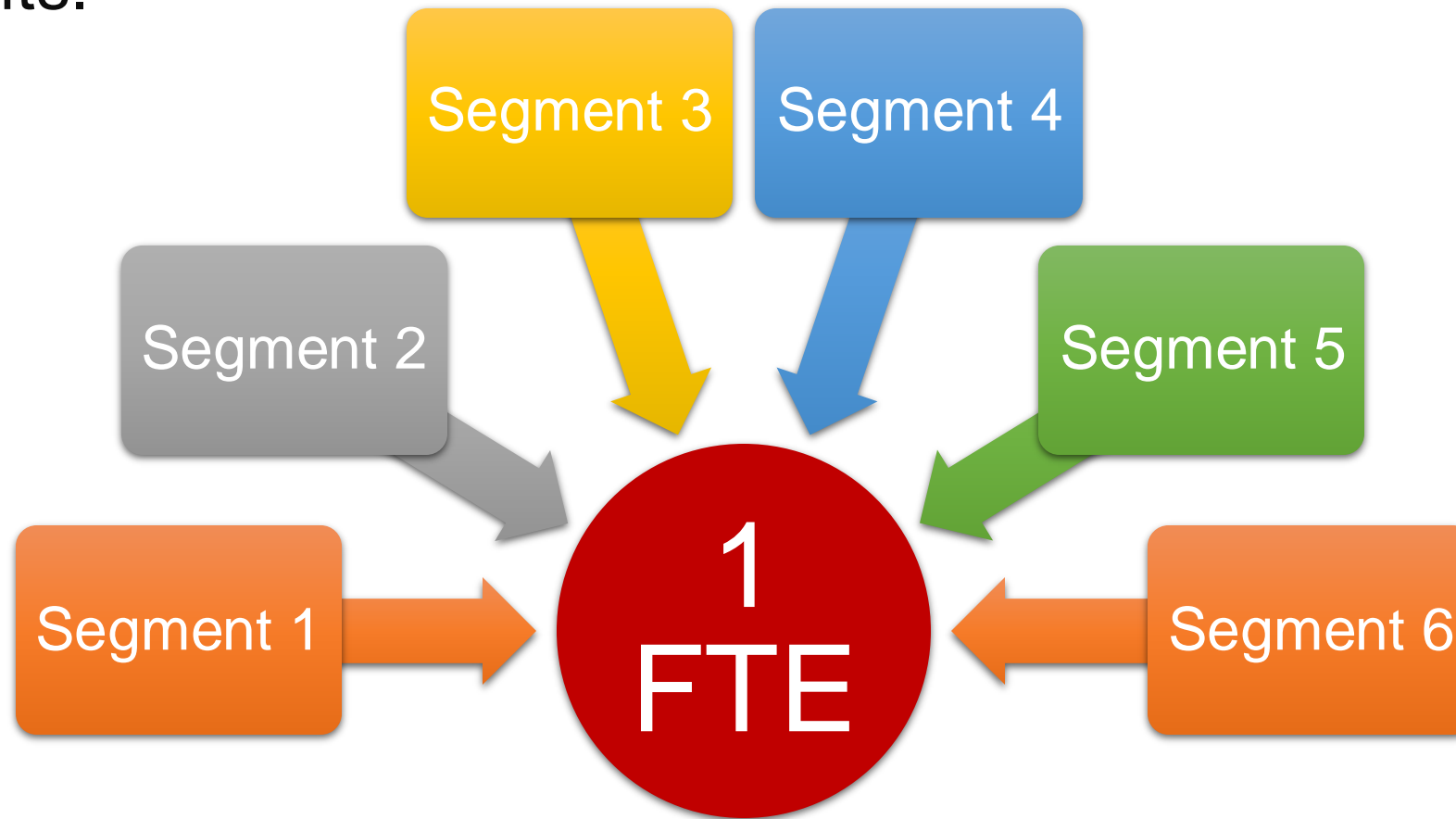
# FTE Funding

**The amount of services the student receives** is represented by the FTE Instructional Segment.

- 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.

# FTE Instructional Segment

One FTE (Full-Time Equivalent) is equal to **six** “instructional segments.”



# Weights and Categories

## Self-contained (SC) or Resource (R)

The terms **Self-contained** and **Resource** are now only used for FTE purposes when determining the funding level on the weights and categories chart.

- Self-contained (SC) = 4 or more program segments of that category
- Resource or (R) = 3 or less program segments of that category

# FTE Weights and Categories Funding

- **PROGRAM CODES** are tied to funding
- Errors in coding may cause a funding loss
- A chart to identify the funding amounts by category/level is located at [Data Presentations, Recordings, and Documents \(gadoe.org\)](#)
- Level may be depicted as a numeral or Roman numeral

# FTE Weights and Categories Chart

LEVEL	WEIGHT	CATEGORIES	Funding for 1 FTE
Level 1	2.4651	S/L- SC (3) SLD-SC (U)	\$7,903.51
Level 2	2.9035	MID (P)	\$9,323.80
Level 3	3.6913	MOID (Q), SID (R), EBD (T), SLD- R (U), OI- SC (V), HI- SC (W), Deaf- SC (X), OHI- SC (Y), SL-R (3)	\$11,857.34
Level 4	5.9696	PID-(S), OI-R (V) HI- R (W), Deaf- R (X) OHI- R (Y), VI- (Z) Deaf/Blind (2)	\$19,183.79
Level 5	2.5225	Inclusion Codes 4-8	\$8,077.13



# FTE Weights and Categories Funding

<b>FY25 FTE Weights and Categories</b>						
Primary Area and Codes	1 Segment	2 Segments	3 Segments	4 Segments	5 Segments	6 Segments
<b>Level 1</b>						
S/L - SC (3)						
SLD - SC (U)						
<b>2.4763</b>				\$5,269.01	\$6,586.26	\$7,903.51
<b>Level 2</b>						
MID (P)						
<b>2.9213</b>	\$1,553.97	\$3,107.93	\$4,661.90	\$6,215.86	\$2,659.72	\$9,323.80
<b>Level 3</b>						
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)						
<b>3.7151</b>	\$1,976.22	\$3,952.45	\$5,928.67	\$7,904.89	\$9,881.11	\$11,857.34
<b>Level 4</b>						
PID (S)						
OI - R (V)						
HH - R (W)						
Deaf - R (X)						
OHI - R (Y)						
VI (Z)						
Deaf/Blind (2)						
<b>6.0106</b>	\$3,197.30	\$6,394.60	\$9,591.90	\$12,789.19	\$15,986.49	\$19,183.79
<b>Level 5</b>						
Inclusion Codes 4 - 8						
<b>2.5307</b>	\$1,346.19	\$2,692.38	\$4,038.57	\$5,384.76	\$6,730.94	\$8,077.13
Base Funding (D)						
Weight = 1.0000	\$531.94	\$1063.89	\$1595.83	\$2127.77	\$2659.72	<b>\$3,191.66</b>
6 segments = 1 FTE						

# FT009-3 FTE Counts Comparison Report

		March 2022 2022-3		October 2022 2022-1		March 2021 2021-3	
FTE Category	FTE Code	Segments	FTE	Segments	FTE	Segments	FTE
SPED Level 1		216	37	207	34	312	53
SPED Level 2		443	76	415	71	454	80
SPED Level 3		2580	433	2586	432	2556	429
SPED Level 4		942	157	928	157	898	151
SPED Level 5		1043	174	963	161	907	151

View in the COMPARISON AND FUNDING REPORT MENU in the GaDOE portal (FTE Application).



# Check on Learning: FTE Funding

- ❓ The special education state funds are earned based on:
  - FTE Funding Program Category,
  - FTE Program Weight, and
  - Amount of services the student receivesTrue or False?
- ❓ One FTE (Full-Time Equivalent) is equal to **six** “instructional segments.” True or False?

# Check on Learning: FTE Funding

- ❓ The special education state funds are earned based on:
- FTE Funding Program Category,
  - FTE Program Weight, and
  - Amount of services the student receives

True or False?

True

- ❓ One FTE (Full-Time Equivalent) is equal to **six** “instructional segments.” True or False?

True



# Special Education Exit

Reporting Primary Area

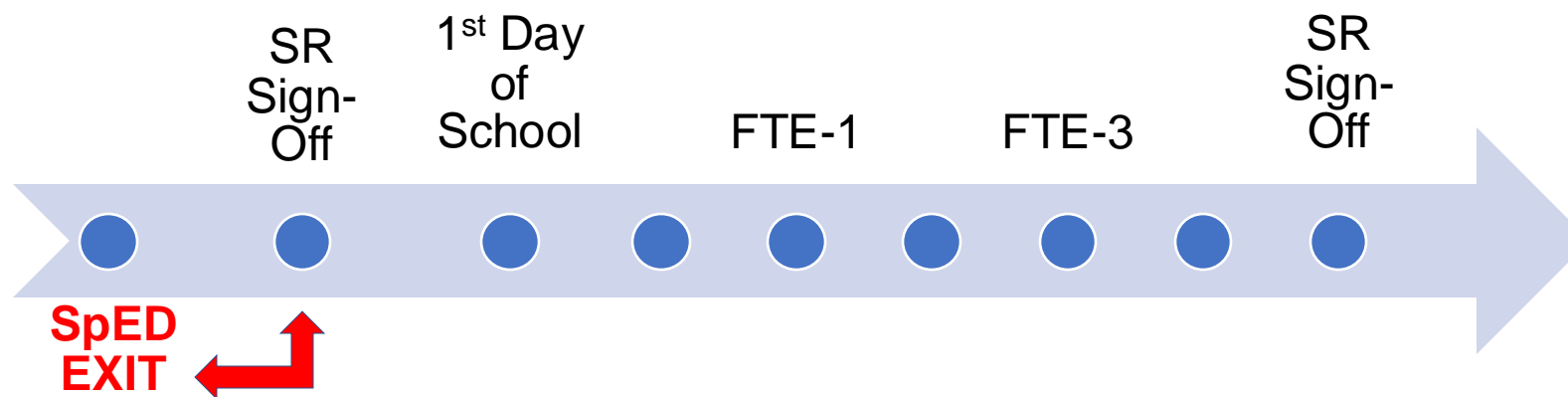
# Who are Special Education Exiters?

- Special Education Exiters are students who have exited special education with an **EVENT CODE** '09' (Sp. Ed. Exit, no longer eligible) or '10' (Parent Revoked Consent). This does not include students who transfer to different schools and/or LEAs.

# When to Report Primary Area for Special Education Exiters

- Whether the **PRIMARY AREA** is reported in a specific data collection cycle depends on the Special Education Exit **EVENT DATE**.
- **PRIMARY AREA** is reported in both FTE and Student Record (SR).
- See the charts on the following slides for specific directions.

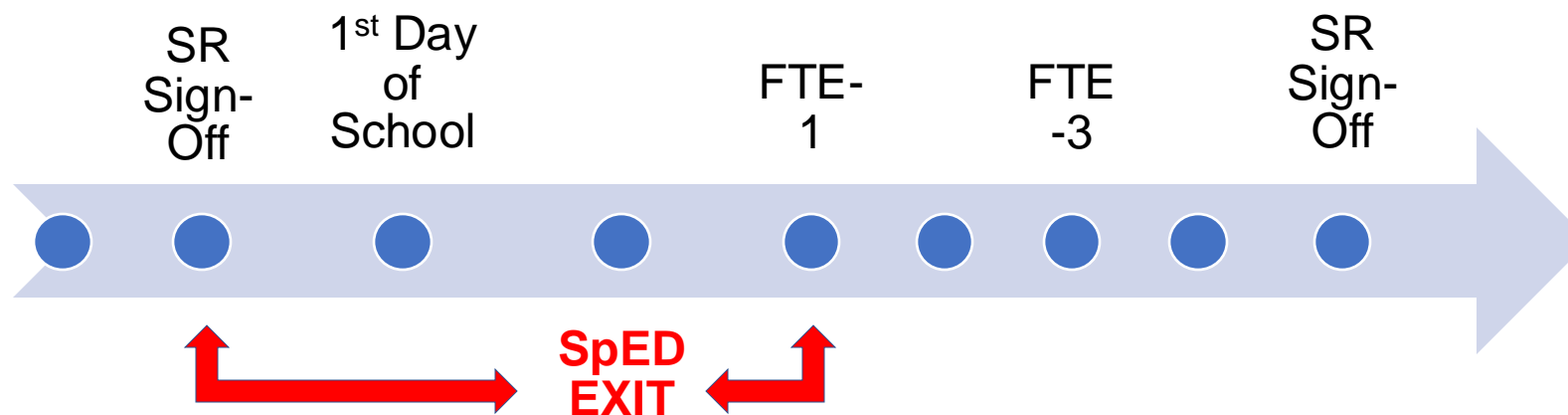
# When to Report Primary Area for Exiters



Special Education Exiters	REPORT TYPE	EVENT CODE	PRIMARY AREA in FTE	PRIMARY AREA in SR
Students who exited special education in the prior year	<b>REPORT TYPE = 'R'</b>	<b>EVENT CODE '09'</b> or '10' occurred and was reported in the prior year Student Record (SR)	Do not report Primary Area in FTE-1. <b>PRIMARY AREA = NULL</b>	No <b>PRIMARY AREA</b> . ( <b>PRIMARY AREA = NULL</b> )

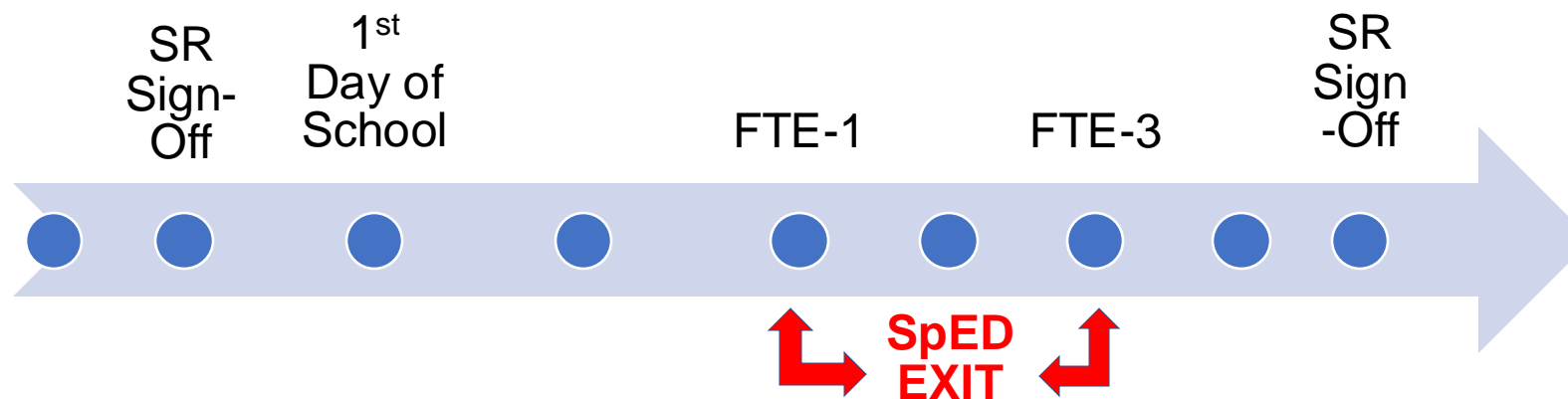


# When to Report Primary Area for Exiters



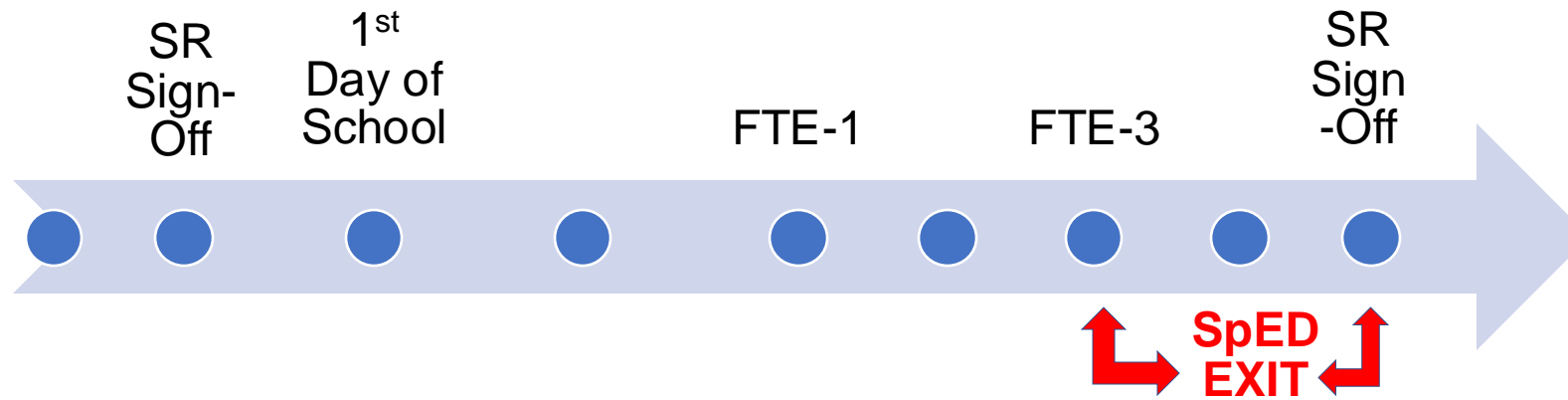
Special Education Exiters	REPORT TYPE	EVENT CODE	PRIMARY AREA in FTE	PRIMARY AREA in SR
Students who exit special education after prior year SR sign off and prior to FTE-1	<b>REPORT TYPE = 'R'</b>	Report <b>EVENT CODE</b> '09' or '10' or '13 in FTE-1	Report the <b>PRIMARY AREA</b>	<b>PRIMARY AREA</b> will be reported in SR. After SR sign-off, remove <b>PRIMARY AREA</b> from SIS

# When to Report Primary Area for Exiters



Special Education Exiters	REPORT TYPE	EVENT CODE	PRIMARY AREA in FTE	PRIMARY AREA in SR
Students who exit special education after FTE-1 but prior to FTE-3	<b>REPORT TYPE = 'R'</b>	Exit <b>EVENT CODE</b> will be reported in Student Record	Leave the <b>PRIMARY AREA</b> in your SIS but it should not be extracted or reported in FTE-3 (Ask SIS vendor if there are questions)	<b>PRIMARY AREA</b> will be reported in SR. After SR sign-off, remove <b>PRIMARY AREA</b> from SIS

# When to Report Primary Area for Exiters



Special Education Exiters	REPORT TYPE	EVENT CODE	PRIMARY AREA in FTE	PRIMARY AREA in SR
Students who exit Special Education after FTE-3 and before Student Record sign-off	NA	Report <b>EXIT EVENT</b> "08"/"09", '10' or '13' in Student Record	NA	After SR sign-off, remove <b>PRIMARY AREA</b> from SIS



# FTE Tools and Support

# GUIDE – Your partner in accurate FTE!



## Main Menu

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## Reports

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[Transmission Verification](#)

[Sp. Ed. History Report](#)

[EL History Report](#)

## What is GUIDE?

- The Georgia Unique Identifier for Education
- GUIDE allows you or your SIS personnel to check the SWD status for all students enrolled in your LEA.
  - Claimed IN Report shows Primary Area for SWDs.
  - Student Detail allows you to check Current Programs (which lists segments and primary area).



# GUIDE – Student Detail Sample

School Year	District Code	District Name	School ID	School Name	Grade Level	Primary Area	Primary Area Described
2022-3	123	AB LEA	4567	CDE	8	W	Hearing Impairment

# GUIDE – Key to FTE Success!

**Special Education History Report** is available including primary area, system ID, and Events.

## SP. Ed. History Report

The Special Education History report represents whether the student has a Primary Area, the Special Education Events and dates, whether there is current year event data from Student Record, and if there is an FTE Exit Event. If selecting by Claim Date, there are three reports available, All Claimed Students, All SP.ED Records, A list of all claimed SWD students, and a report showing only SWD students with events in other districts.

GTID:

[Download Data](#)

Special Education History by GTID for 3473651796									
Claim School ID	GTID	Student Name	Primary Area	System Id and Name	School Id and Name	Event	Event Date	Current Year Event Data?	FTE Event?
			Z			07-IEP Annual Review	02/01/2022	Y	N
			Z			08-Reevaluation	02/01/2022	Y	N
			Z			07-IEP Annual Review	02/26/2021	N	N
			Z			07-IEP Annual Review	02/28/2020	N	N
			Z			08-Reevaluation	03/11/2019	N	N
			Z			07-IEP Annual Review	03/11/2019	N	N
			Z			07-IEP Annual Review	03/13/2018	N	N
			Z			08-Reevaluation	03/17/2017	N	N
			Z			07-IEP Annual Review	03/17/2017	N	N
			Z			07-IEP Annual Review	03/22/2016	N	N
			Z			07-IEP Annual Review	03/31/2015	N	N
			Z			04-Initial Eligibility Determination	09/19/2013	N	N
			Z			05-Initial IEP Meeting	09/19/2013	N	N
			Z			02-Parent Consent to Evaluation	09/19/2013	N	N
			Z			03-Initial Evaluation	09/19/2013	N	N
			Z			06-Initiation of IEP Services/Transition Service	09/19/2013	N	N

NOTE: Students included in this report have been placed in Special Education (Special Education Events '06', '07', or '08'). If the Primary Area is missing, then the last district to report this student did not report the student enrolled in Special Education.

NOTE: Students included on this report were last claimed in your district. Students that have been sent in SR as graduated or deceased, as well as students that have aged-out of public education (22 and older) are excluded from the report because their Status in GUIDE is "Inactive".

NOTE: Only students claimed by the district/school after the opening of GUIDE (January 3, 2014) will be included in this report.


# Why check GUIDE?

- Parents don't always tell LEAs a student was in Special Education.
- LEAs may “miss” a student and fail to provide services.
- LEAs may “miss” Special Education Exit Events available in Special Education History such as a '09' Sp. Ed. Exit, no longer eligible or '10' Parent Revoked Consent
- LEAs may provide services for which a student is no longer eligible.
- LEAs who “miss” these items will get errors through FTE, SC, and SR.



# Guidance Documents

Data Collections and Reporting posts numerous helpful links at [Data Collections and Reporting \(gadoe.org\)](https://gadoe.org) which includes:

- Certified/Classified Personnel Information (CPI)
- Data Collection Survey
-  • Full Time Equivalent (FTE)
- Student Class
- Student Record
- FY 2024 Summary of Transmission Dates

# Screenshot of Guidance Documents

Georgia Insights / Data Collections

## Data Collections and Reporting

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### 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)
- Private School
- Student Class
- Student Record
- New Coordinator Documentation
- Presentations, Webinars, and Miscellaneous Documentation

### Contact Information

**Nicholas L. Handville**  
Chief Data and Privacy Officer  
Technology Services  
nhandville@doe.k12.ga.us  
<https://www.gadoe.org>

**Technology Service Desk**  
Georgia Department of Education  
Phone: (800) 869-1011

# FTE Resources

 The [FTE Resources \(gadoe.org\)](https://gadoe.org) page contains many helpful items including:

- FTE Transmission Dates
- FTE Data Element Detail
- FTE General Information
- GNETS FAQ's
- Guidelines for Special Education Environments
- Community Based PK Student Matrix
- Dexter Mosely Act Student Reporting Guidance

# FTE Resources Screenshot

## FTE Resources

- FTE Transmission Dates
- FTE Data Element Detail (Updated 10/21/2022)
- FTE General Information (Updated 7/22/2022)
- FTE Categories and Weights
- Data Collection FAQs
- 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
- Community Based PK Student Matrix

## Other Resources

- Student Attendance FAQ from GaDOE Policy Office
- FTE Checklist
- FTE Reports
- QBE Reports
- Language Codes
- DEXTER MOSELY Student Data Reporting Guidance
- DEXTER MOSELY FAQ's

# FY2025 Data Collections Summary of Collection Dates

Collection	Cycle	Start Date Count Date	Initial Transmission Deadline	Duplicate Record Deadline	End Date	Super Sign Off Required
School Calendar	-	Wednesday, April 23, 2025	-	-	Friday, May 30, 2025	-
Student Class (SLDS profile)	1 (A)	Thursday, July 11, 2024	-	-	Tuesday, June 17, 2025	YES
GUIDE	-	Friday, July 5, 2024	-	-	Thursday, June 26, 2025	-
Data Collection Survey	1	Tuesday, July 9, 2024	-	-	Tuesday, August 13, 2024	-
FTE	1	Tuesday, October 1, 2024	Tuesday, October 8, 2024	Tuesday, October 15, 2024	Tuesday, October 22, 2024	YES
FTE	3	Thursday, March 6, 2025	Thursday, March 13, 2025	Thursday, March 20, 2025	Thursday, March 27, 2025	YES
CPI	1	Tuesday, October 1, 2024	Tuesday, October 8, 2024	Tuesday, October 15, 2024	Tuesday, October 22, 2024	YES
CPI	2	Thursday, March 6, 2025	Thursday, March 13, 2025	Thursday, March 20, 2025	Thursday, March 27, 2025	YES
CPI	3	Thursday, July 10, 2025	Thursday, July 17, 2025	-	Thursday, July 24, 2025	YES
Student Class	Oct	Tuesday, October 1, 2024	Tuesday, October 8, 2024	Tuesday, October 15, 2024	Tuesday, October 22, 2024	YES
Student Class	Mar	Thursday, March 6, 2025	Thursday, March 13, 2025	Thursday, March 20, 2025	Thursday, March 27, 2025	YES
Student Class - End of Year	Jun	Wednesday, May 14, 2025	Wednesday, May 28, 2025	n/a	Tuesday, June 17, 2025	YES
Free & Reduced Meal	1	Friday, November 1, 2024	-	-	Tuesday, November 19, 2024	-
Private School - Cleanse	1	Monday, July 1, 2024	-	-	Thursday, June 26, 2025	-
Private School	1	Friday, November 1, 2024	-	-	Tuesday, November 19, 2024	-
SR - Data Cleanse (FY24 layouts)	-	Wednesday, September 4, 2024	-	-	Friday, December 13, 2024	-
SR FY2025 Officially Opens	-	Wednesday, February 5, 2025	-	-	-	-
Student	-	Wednesday, February 5, 2025	-	-	Tuesday, June 17, 2025	YES
Enrollment	-	Wednesday, February 5, 2025	-	-	Tuesday, June 17, 2025	YES
Special Education	-	Wednesday, February 5, 2025	-	-	Tuesday, June 17, 2025	YES
Student Safety	-	Wednesday, February 5, 2025	-	-	Tuesday, June 17, 2025	YES
Program	-	Wednesday, February 5, 2025	-	-	Tuesday, June 17, 2025	YES
Address	-	Wednesday, February 5, 2025	-	-	Tuesday, June 17, 2025	YES
System	-	Wednesday, February 5, 2025	-	-	Tuesday, June 17, 2025	YES
School	-	Wednesday, February 5, 2025	-	-	Tuesday, June 17, 2025	YES
EOPA	1	After SC & SR sign-off	n/a	n/a	Thursday, June 26, 2025	YES

## Data Collections Summary of Collection Dates

# Resources – Special Education



## Data Presentations, Recordings, and Documents

- Recorded Webinars Linked to the PL Catalog including:
  - Unique Issues for SWD Reporting Private & Home School
  - Reporting FTE for SWD Program and Inclusion Codes
  - Addressing the Unique Preschool SWD Reporting Issues in FTE
  - Reporting Environment Codes for SWD in FTE
  - FTE Errors and Reports

# Check on Learning: FTE Resources

- ❓ FTE Resources are available on the Georgia Insights webpage. True or False?

# Check on Learning: FTE Resources

- ❓ FTE Resources are available on the Georgia Insights webpage. True or False? **True**



# GaDOE Community

- Login or Create an Account
- Make sure you complete your profile with your work email
- Select Groups
- Search for:
  - “Special Education Leadership Development Academy (SELDA)”
  - “GO-IEP” and
  - “Special Education Data Support”
- Click “Join Group” for both groups
- Select Discussions
- Then **click Subscribe** to get emails any time a new discussion is posted.



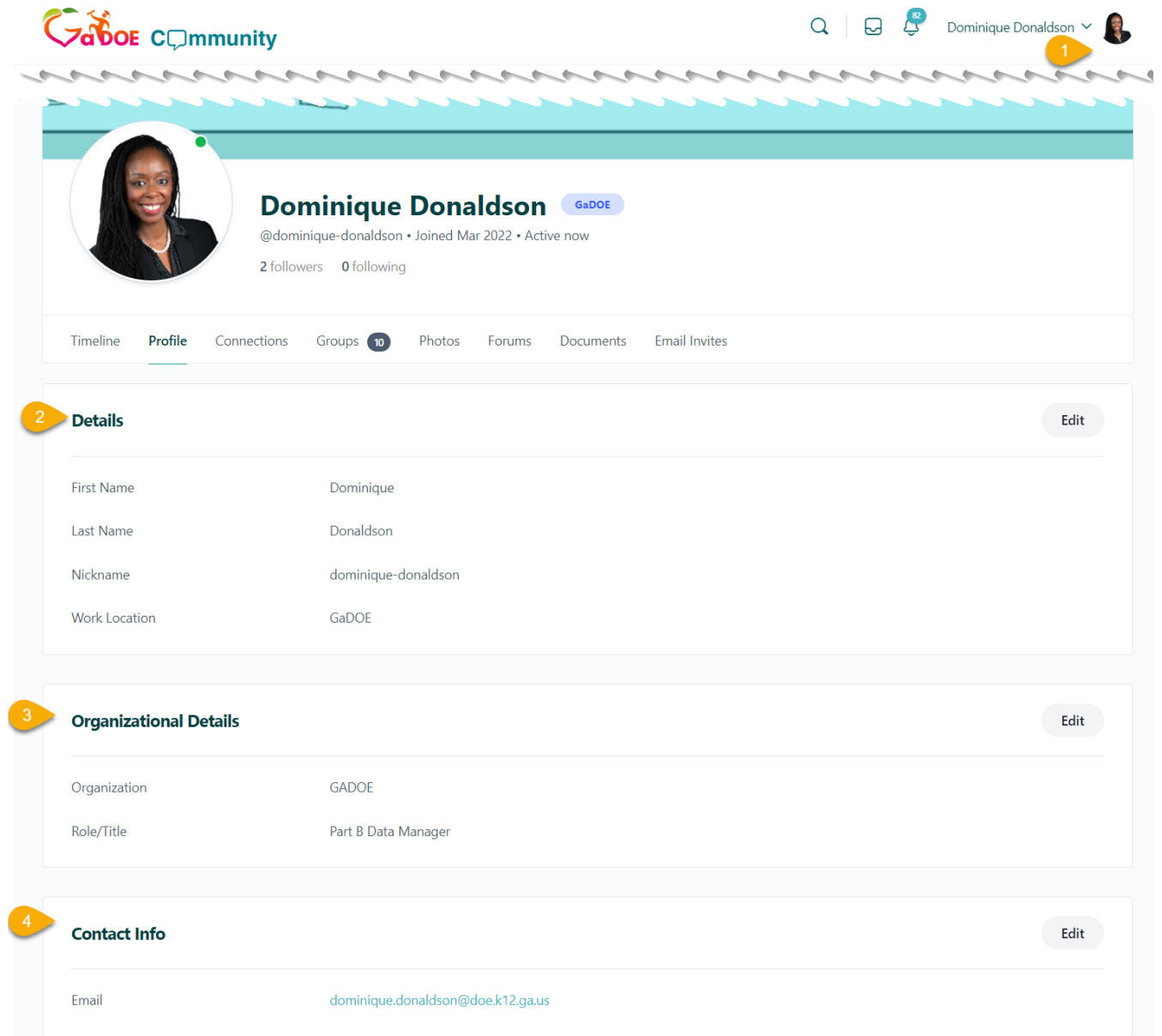
<https://community.gadoe.org/>



# GaDOE Community



<https://community.gadoe.org/>



The screenshot shows a user profile for Dominique Donaldson on the GaDOE Community platform. The profile includes a profile picture, name, bio, and various tabs for navigation. The bio indicates she is a member of the GaDOE community, joined in March 2022, and is currently active. She has 2 followers and is following 0 people. The profile is divided into three main sections: Details, Organizational Details, and Contact Info, each with an 'Edit' button.

**Profile Information:**

- Name:** Dominique Donaldson (GaDOE)
- Handle:** @dominique-donaldson
- Joined:** Mar 2022
- Status:** Active now
- Followers:** 2
- Following:** 0

**Navigation Tabs:** Timeline, Profile, Connections, Groups (10), Photos, Forums, Documents, Email Invites

**2 Details** (Edit)

First Name	Dominique
Last Name	Donaldson
Nickname	dominique-donaldson
Work Location	GaDOE

**3 Organizational Details** (Edit)

Organization	GADOE
Role/Title	Part B Data Manager

**4 Contact Info** (Edit)

Email	dominique.donaldson@doe.k12.ga.us
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# Feedback

We value your feedback.  
Please complete the survey.

[SPED Data and GO Training Survey](#)



# Contact Us – GO & Data Team

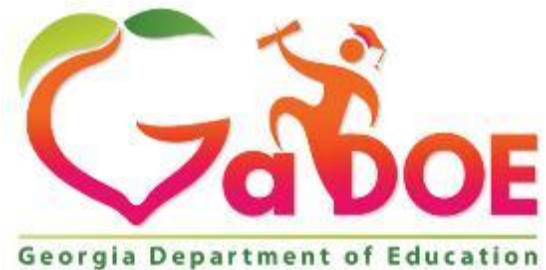
## *We're Here to Help!*

<b>GO-IEP and Data Team</b>	<b>Phone Number</b>	<b>Email</b>
<b>Linda Castellanos</b> , Program Manager	404-719-8045	<a href="mailto:lcastellanos@doe.k12.ga.us">lcastellanos@doe.k12.ga.us</a>
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<b>Julie Youngblood</b> , GO Program Specialist	470-316-8663	<a href="mailto:jyoungblood@doe.k12.ga.us">jyoungblood@doe.k12.ga.us</a>
<b>Lisa Jenkins</b> , GO Program Specialist	678-378-1807	<a href="mailto:lisa.jenkins@doe.k12.ga.us">lisa.jenkins@doe.k12.ga.us</a>

[www.gadoe.org](http://www.gadoe.org)

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 [youtube.com/user/GaDOEmedia](https://youtube.com/user/GaDOEmedia)



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