SELDA
FTE Back to Basics

August 21, 2023

Full-Time Equivalent (FTE) Back to Basics

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Part B Data Managers

Introduction

Dawn Kemp is a Part B Data Manager for the Georgia Department of Education. Her experience in education spans over 30 years and includes K-12 special education teacher, university instructor and field experience supervisor, special educational director, human resources supervisor, and English Language Learners program supervisor. She received her PhD in Special Education from Georgia State University. She has endorsements or certifications in Educational Leadership, Counseling, ESOL, Reading, and Teacher Support Specialist.

Introduction

Dominique Donaldson is a Part B Data Manager for the Georgia Department of Education. Her experience in education spans over 10 years and includes K-12 special education teacher, School-based LEA Facilitator, Lead LEA Facilitator, Special Education Program Manager, and adjunct professor. She received her M.Ed. in Special Education from Columbus State University. She has endorsements or certifications in Educational Leadership and Teacher Support Specialist.

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

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

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

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

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

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

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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

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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?

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SWDs Reported in FTE -1 Child Count

Students Included	Comments
All Students with IEPs	Enrolled since the prior FTE-1 count window, 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. 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.

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) **_PPS Only Reported in FTE-1_**	**IEP SERVICES** = '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?

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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 or 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.

FY2024 FTE Data Element Detail

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

FTE Elements FY2024 FTE Data Element Detail

FTE CYCLE	CYCLE 1	CYCLE 3
*Data Elements required for FTE-1 only. **A complete listing of all Data Elements is in the Data Element Detail (**FTE Resources (gadoe.org))	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
	DATE STUDENT BECAME ELIGIBLE FOR ALTERNATE CONTENT STANDARDS	**DATE STUDENT BECAME ELIGIBLE FOR ALTERNATE CONTENT STANDARDS**

FTE Elements FY2024 FTE Data Element Detail

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

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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	*
Georgia Network of Education & Therapeutic Services	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 (7th) 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 identified as 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, 2024. That is within FY24 (July 1, 2023 through June 30, 2024) and a categorical eligibility (i.e., SLD, OHI) must be established for the student by June 30, 2024.

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, 2024. That is after FY24 (July 1, 2023 to June 30, 2024) therefore a categorical eligibility must be established for the student by the end of FY25, which is June 30, 2025.

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."

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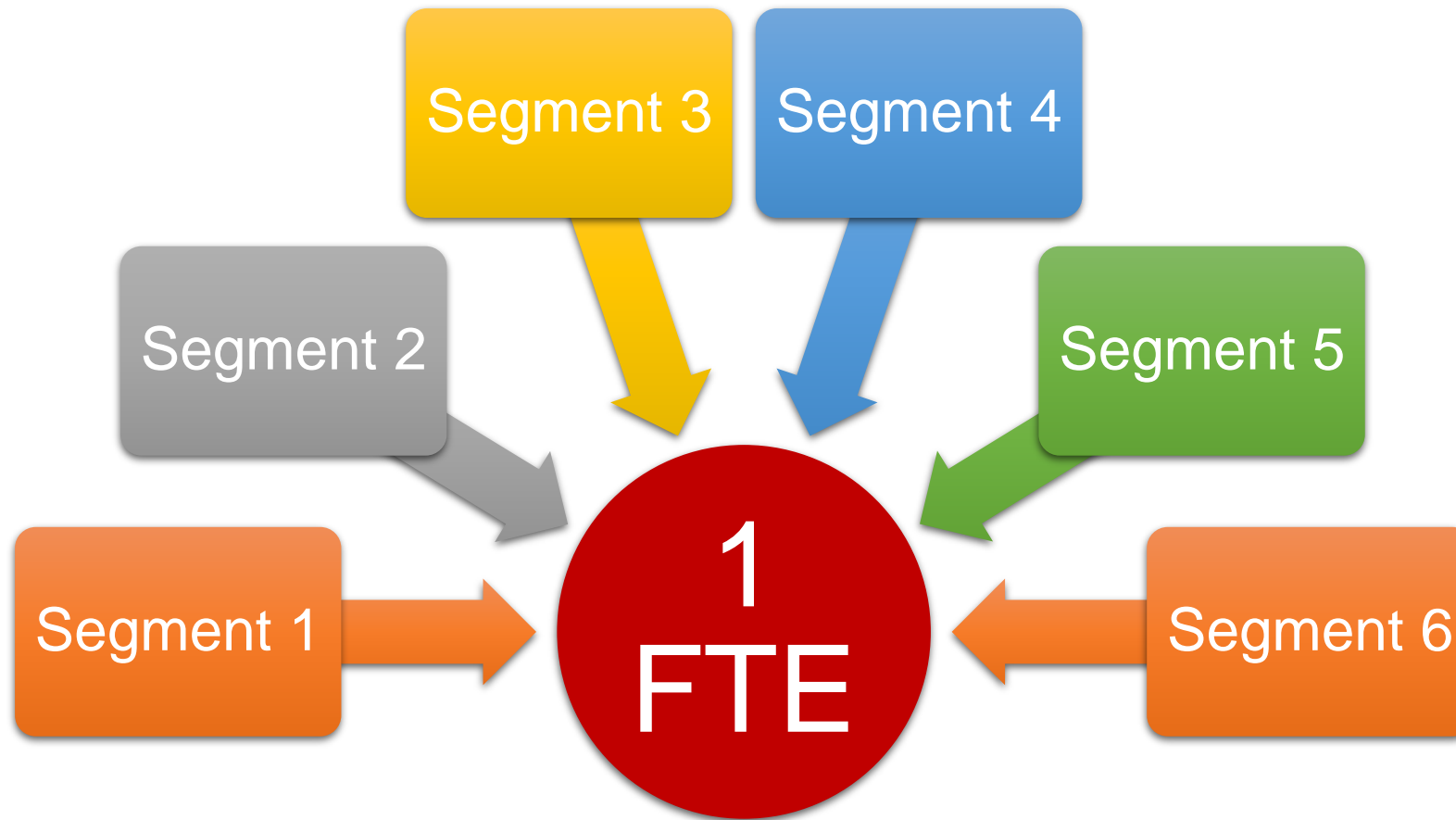
Weights and Categories
Self-contained (SC) or Resource (R)

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)](https://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)	7,450.84
Level 2	2.9035	MID (P)	8,775.68
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)	11,156.77
Level 4	5.9696	PID-(S), OI-R (V) HI- R (W), Deaf- R (X) OHI- R (Y), VI- (Z) Deaf/Blind (2)	18,042.82
Level 5	2.5225	Inclusion Codes 4-8	7,624.13

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FTE Weights and Categories Funding (Screenshot)

FY24 FTE Weights and Categories						
Primary Area and Codes	1 Segment	2 Segments	3 Segments	4 Segments	5 Segments	6 Segments
Level 1						
S/L - SC (3)						
SLD - SC (U)						
2.4651				$4,967.09	$6,208.87	$7,450.64
Level 2						
MID (P)						
2.9035	$1,462.61	$2,925.23	$4,387.84	$5,850.46	$7,313.07	$8,775.68
Level 3						
MOID (Q)						
SID (R)						
EBD (T)						
SLD - R (U)						
OI - SC (V)						
HH - SC (W)						
Deaf - SC (X)						
OHI - SC (Y)						
S/L - R (3)						
3.6913	$1,859.46	$3,718.92	$5,578.38	$7,437.85	$9,297.31	$11,156.77
Level 4						
PID (S)						
OI - R (V)						
HH - R (W)						
Deaf - R (X)						
OHI - R (Y)						
VI (Z)						
Deaf/Blind (2)						
5.9696	$3,007.14	$6,014.27	$9,021.41	$12,028.55	$15,035.68	$18,042.82
Level 5						
Inclusion Codes 4 - 8						
2.5225	$1,270.69	$2,541.38	$3,812.07	$5,082.75	$6,353.44	$7,624.13
Base Funding (D)						
Weight = 1.0000	$503.74	$1,007.48	$1,511.23	$2,014.97	$2,518.71	$3,022.45
6 segments = 1 FTE						

FT009-3 FTE Counts Comparison Report

FTE Category	FTE Code	March 2022 2022-3		October 2022 2022-1		March 2021 2021-3	
		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 receives

True 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

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Special Education Exit

Reporting Primary Area

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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

- When 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
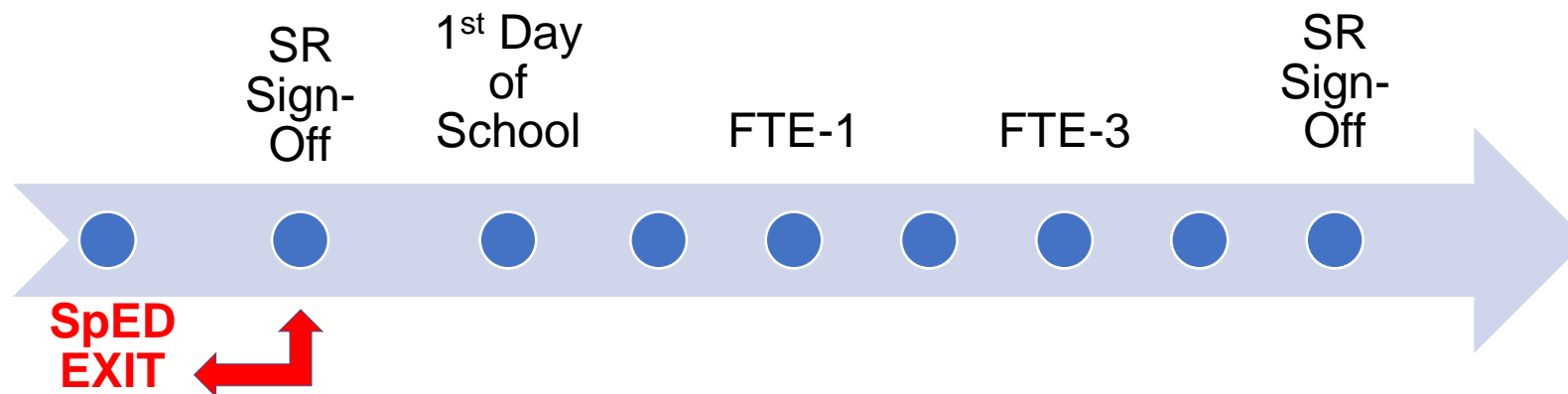
SR Sign-Off   1st Day of School   FTE-1   FTE-3   SR Sign-Off

SpED EXIT

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

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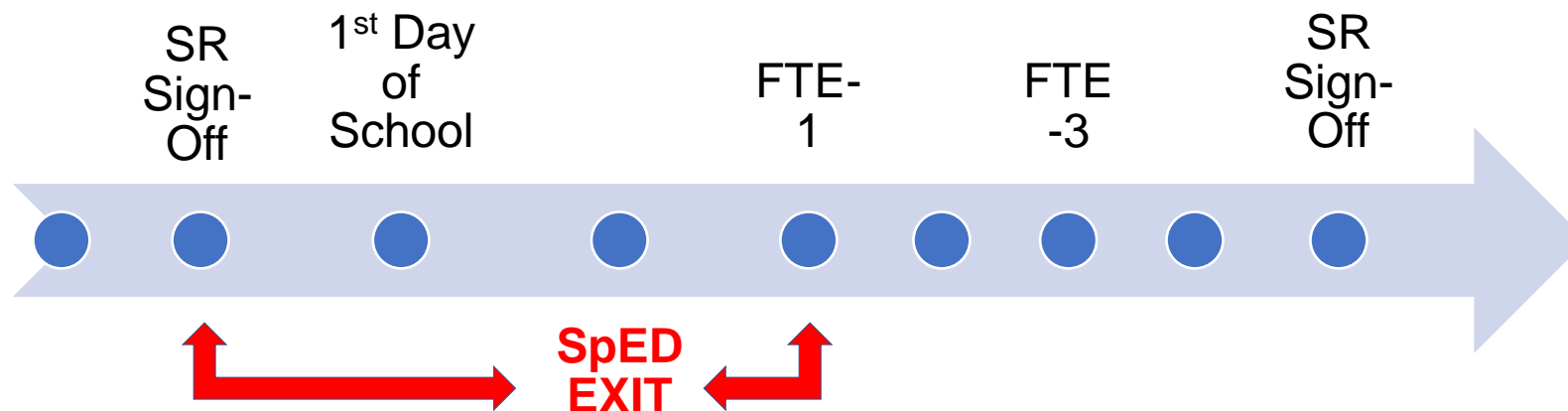
Special Education Exiters	REPORT TYPE	EVENT CODE	PRIMARY AREA in FTE	PRIMARY AREA in SR
Students who exit special education after prior year SR sign off and prior to FTE-1	**REPORT TYPE** = 'R'	Report **EVENT CODE** '09' or '10' or '13 in FTE-1	Report the **PRIMARY AREA**	**PRIMARY AREA** will be reported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

When to Report Primary Area for Exiters

SR Sign-Off · 1st Day of School · FTE-1 · FTE-3 · SR Sign-Off

SpED EXIT

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	**REPORT TYPE** = 'R'	Exit **EVENT CODE** will be reported in Student Record	Leave the **PRIMARY AREA** in your SIS but it is not extracted or reported in FTE-3	**PRIMARY AREA** will be reported in SR. After SR sign-off, remove **PRIMARY AREA** from SIS

When to Report Primary Area for Exiters

SR Sign-Off • 1st Day of School • FTE-1 • FTE-3 • SR Sign-Off

SpED EXIT (between FTE-3 and SR Sign-Off)
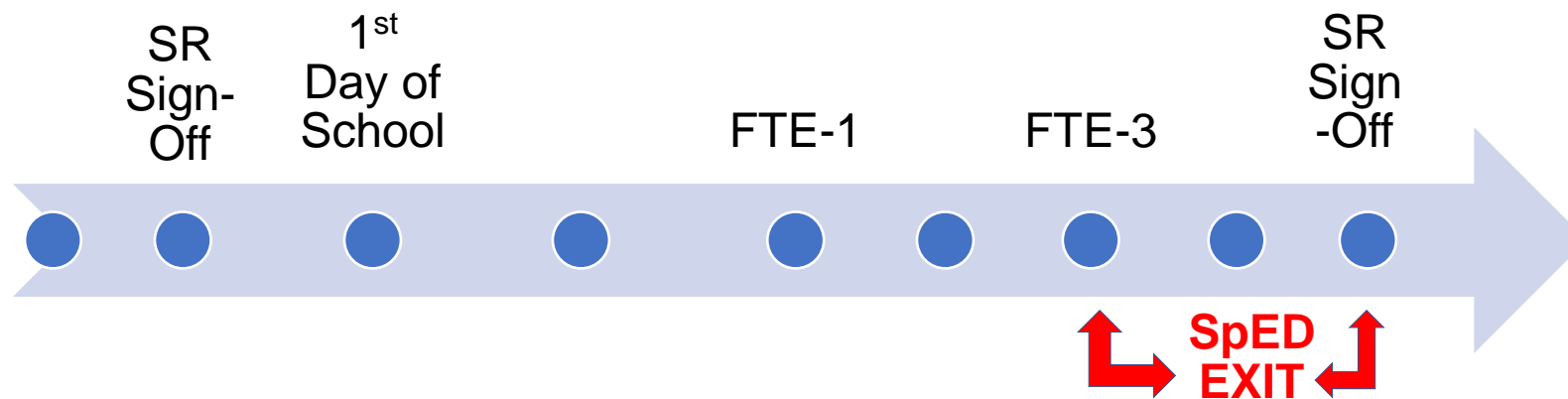
Special Education Exiters	REPORT TYPE	EVENT CODE	PRIMARY AREA in FTE	PRIMARY AREA in SR
Students who exit Special Education after FTE-3 and before Student Record sign-off		Report **EXIT EVENT** "08"/'09', '10' or '13' in Student Record	FTE- 3 is closed	After SR sign-off, remove **PRIMARY AREA** from SIS

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FTE Tools and Support

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GUIDE – Your partner in accurate FTE!

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).

Main Menu
Search / Update / Claim
Add Single Student
File Upload
Discrepancy Resolution
Near Match Resolution
Home
LOG OUT

Reports
Error Report
Download IDs
Claimed OUT Report
Claimed IN Report
Transmission Verification
Sp. Ed. History Report
EL History Report

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.

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

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

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https://www.gadoe.org

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

FTE Resources

📁🔍 The FTE Resources (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

FY2024 Data Collections Summary of Collection Dates

Collection	Cycle	Start Date	Initial Transmission Deadline	Duplicate Record Deadline	End Date
		Count Date			
School Calendar	n/a	Wednesday, April 27, 2022	n/a	n/a	Tuesday, May 31, 2022
Student Class (SLDS profile)	1 (A)	Thursday, July 14, 2022	n/a	n/a	Thursday, June 15, 2023
GUIDE	n/a	Thursday, July 7, 2022	n/a	n/a	Thursday, June 29, 2023
Data Collection Survey	1	Tuesday, July 12, 2022	n/a	n/a	Tuesday, August 16, 2022
FTE	1	Tuesday, October 4, 2022	Tuesday, October 11, 2022	Tuesday, October 18, 2022	Tuesday, October 25, 2022
FTE	3	Thursday, March 2, 2023	Thursday, March 9, 2023	Thursday, March 16, 2023	Thursday, March 23, 2023
CPI	1	Tuesday, October 4, 2022	Tuesday, October 11, 2022	Tuesday, October 18, 2022	Tuesday, October 25, 2022
CPI	2	Thursday, March 2, 2023	Thursday, March 9, 2023	Thursday, March 16, 2023	Thursday, March 23, 2023
CPI	3	Tuesday, July 11, 2023	Tuesday, July 18, 2023	n/a	Tuesday, July 25, 2023
Student Class	Oct	Tuesday, October 4, 2022	Tuesday, October 11, 2022	Tuesday, October 18, 2022	Tuesday, October 25, 2022
Student Class	Mar	Thursday, March 2, 2023	Thursday, March 9, 2023	Thursday, March 16, 2023	Thursday, March 23, 2023
Student Class - End of Year	Jun	Tuesday, May 16, 2023	Tuesday, May 23, 2023	n/a	Thursday, June 15, 2023
Free & Reduced Meal	1	Tuesday, November 1, 2022	n/a	n/a	Thursday, November 17, 2022
Private School - Cleanse	1	Thursday, July 7, 2022	n/a	n/a	Wednesday, June 28, 2023
Private School	1	Tuesday, November 1, 2022	n/a	n/a	Thursday, November 17, 2022
Student Record - Data Cleanse	1	Wednesday, September 7, 2022	n/a	n/a	Wednesday, December 14, 2022
Student Record	n/a	Wednesday, February 8, 2023	n/a	n/a	Thursday, June 15, 2023
Student		Wednesday, February 8, 2023	n/a	Wednesday, March 22, 2023	Thursday, June 15, 2023
Enrollment		Wednesday, February 8, 2023	n/a	Wednesday, March 22, 2023	Thursday, June 15, 2023
Special Education		Wednesday, February 8, 2023	n/a	n/a	Thursday, June 15, 2023
Student Safety		Wednesday, February 8, 2023	n/a	n/a	Thursday, June 15, 2023
Program		Wednesday, February 8, 2023	n/a	n/a	Thursday, June 15, 2023
Address		Wednesday, February 8, 2023	n/a	n/a	Thursday, June 15, 2023
System		Wednesday, February 8, 2023	n/a	n/a	Thursday, June 15, 2023
School		Wednesday, February 8, 2023	n/a	n/a	Thursday, June 15, 2023
EOPA	1	after SR sign-off	n/a	n/a	Thursday, June 29, 2023

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?

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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:
  - "GO-IEP" and
  - **NEW** "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/

Contact Us – GO-IEP & Data Team
We're Here to Help!

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Contact Us – Data Collections
We're Here to Help!

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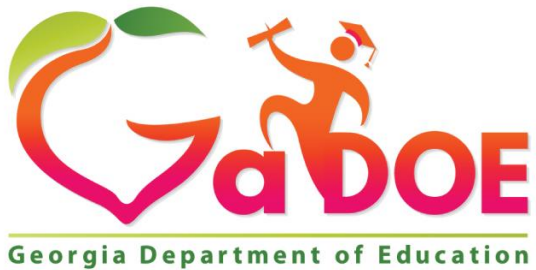***isaxton@doe.k12.ga.us***

Georgia Department of Education