



DUVAL COUNTY
PUBLIC SCHOOLS

FTE MANUAL

POLICIES & PROCEDURES

2020-2021

Updated 02/02/2021

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PURPOSE

This manual is to provide an explanation of the standard methodology for reporting data in the format necessary to calculate a school's FTE. This does not cover all the laws and regulations which have a bearing on the FEFP, and thus, the FTE calculations. If more background information concerning the FEFP is desired, please refer to the Florida Statutes, Florida School Laws, State Board Rules, and FTE General Instructions for 2020-2021.

All persons at the school level responsible for FTE should read the manual before commencing to work with FTE reporting. After perusing the manual, questions relating to policy should be directed to Budget Services. Any questions concerning data input should be directed to the Focus help desk at 348-5200.

The FTE data collection takes place in July, October, February and June. The four 2020-2021 survey dates are listed below.

Survey 1	July 06-10, 2020
Survey 2	October 05-09, 2020
Survey 3	February 08-12, 2021
Survey 4	June 14-18, 2021

The sections of this manual are designed as follows:

SECTION A – GENERAL

This section provides information which is necessary for the compilation of data for the October and February survey periods which include general procedures, survey periods, eligibility criteria, and definitions. Information for the June and July surveys will be distributed separately. Rules and regulations from the State DOE have been included, but not all inclusively. The DOE FTE General Instructions can be found at <http://fldoe.org/core/fileparse.php/7508/urlt/1718FTE-GeneralInstructions.pdf>.

SECTION B - FTE DATA COLLECTION & REPORTING PROCEDURES

This section provides specific procedures which include record reporting, the edit process, and record keeping. This is divided into four subsections on reporting procedures to be completed (I) prior to survey week, (II) during survey week, (III) after survey week, creation reports, and (IV) after survey week and funding reports. This section refers to reports generated in FOCUS, Duval County's automated FTE system and instructions which must be carefully followed by school personnel.

SECTION A – GENERAL: ELEMENTARY, MIDDLE, & HIGH SCHOOLS

Section A contains information necessary for the compilation of data for the October and February survey periods including general procedures, eligibility criteria, and definitions.

FLORIDA EDUCATION FINANCE PROGRAM (FEFP)

The Florida Legislature passed the Florida Education Finance Program (FEFP) in 1973 with the intent of equalizing opportunities in Florida by using a funding formula which would recognize (1) varying program cost factors, (2) district cost differentials, (3) differences in per student cost for equivalent educational programs due to sparsity and dispersion of student population, and (4) required local effort.

The key feature of the finance program is to base financial support for education upon the individual student participating in a particular educational program rather than upon the number of teachers or classrooms. FEFP funds are generated by multiplying the number of full-time equivalent students (FTE's) in each of the educational programs by cost factors to obtain weighted FTE's. Weighted FTE's are then multiplied by the base student allocation and district cost differential to determine the state and local

FEFP funds. Program cost factors are determined by the Legislature and represent relative cost differences among the FEFP programs.

The program weights for 2020 – 2021 are:

Basic Programs:

101	Pre-K to 3 Basic*	1.124
102	Grades 4 to 8 Basic	1.000
103	Grades 9 to12 Basic	1.012
111	PK – 3 Basic with ESE Services**	1.124
112	4 – 8 Basic with ESE Services	1.000
113	9 – 12 Basic with ESE Services	1.012

English for Speakers of Other Languages:

130	ESOL	1.184
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Exceptional Student Education:

254	Support Level 4	3.644
255	Support Level 5	5.462

Career Education:

300	Career Education, Grades 9-12	1.012
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*Includes Prekindergarten Students in Teen Parent Program (not ESE).

**Includes Prekindergarten Exceptional Students, if not Level 4 or Level 5.

FTE DEFINITION

For grades PK-12, one FTE is defined as one student in membership in a program or a group of programs for **900 hours (25 hours per week) for a 180-day** school year. The survey occurs twice during each 180-day school year; once in October and once in February. The FTE calculation during the 180-day school year is based on two ninety-day terms, and each student in membership for **25 hours a week earns one half (.50) of one FTE** during each of the **two surveys**. Although there are no restrictions on instructional hours per week, PK-12 funding is based on and limited to **900 hours per 180-day** school year. Summer school programs are limited to **350 class hour maximum for both Surveys 1 and 4**.

FTE REPORTING AND RECALIBRATION OF FTE TO 1.0

- FTE for all eligible instruction is reported even if it results in more than .50 FTE per survey for a student.
- Florida Department of Education will prorate all reported FTE enrollment to 1.0, if the sum of all reported FTE for the student exceeds 1.0. If a student only has FTE enrollment in one Survey (Survey 2 or Survey 3), the FTE reported will be capped at .5 FTE.
- DJJ FTE enrollment earned beyond the 180-day school year and FTE related to McKay scholarships is not included in the proration to 1.0 FTE.

FTE ELIGIBILITY

A student is eligible if the student meets **both** of the following conditions:

1. In program **membership** at least **one day during the survey week**, and
2. In **attendance** at least **one of the days of the survey week or one of the six days preceding the survey week** on which attendance was scheduled.

A student is in **membership** when he is officially assigned to a course or program by a school or district. Any student **withdrawn on the attendance records prior to survey week** does not meet program membership requirements and should not be counted in that program.

TRANSFERS

Within Duval County: General Instructions for Completing FTE Records and Reports require the districts to report FTE at either all sending schools or programs or at all receiving schools or programs for students who move from school to school or program to program during the survey week; therefore, **Friday of the survey week is our district's day certain**, and the following guidelines must be followed:

1. If a student transfers Monday through Thursday of the survey week, the receiving school should include the student in their count.

EXCEPTION: If a student's withdrawal date is Tuesday through Friday of the survey week and the student does not enter another school until after Friday of the survey week (i.e., not in membership in any school on Friday), the sending school should include the student in their FTE count, provided the student meets attendance criteria.

2. The receiving school must check with the sending school to verify the student's withdrawal from the sending school. Both schools cannot count the student.

Outside of Duval County:

1. If a student transfers **from** your school to a school outside of Duval County **Tuesday through Friday** of the survey week, the student **should** be included in your count.
2. If a student transfers **to** your school any day of the survey week from a school outside of Duval County, the student **should** be included in your count.

If a student withdraws from your school during the survey week and does not enter another Duval County school, you must create and print the schedule of the student prior to withdrawal. Be sure to include the teacher name, course, and the date on the printed schedule.

SECOND SCHOOL ELIGIBILITY

A student's second school is responsible for maintaining an official Student Attendance Register to verify the student's attendance at their school. It is also the second school's responsibility to determine student's eligibility for their school's FTE count; however, the home school and second school must notify one another of a student's eligibility. It is the **home school's** responsibility to notify the second school of any changes in student membership. This must be done by the last day of the survey period.

DETERMINING FTE EARNED BY STUDENT BY COURSE

FTE is generated from student schedules which represent the classes operating during the survey week. For classes operating during the survey week, the following procedures must be used to determine which student schedules should be reported:

1. Date Certain

Friday of survey week is set as the date certain. The schedule for each student who is in membership for that week is captured. A course master must be reported for each class in which a PK-12 student is in **membership** during each of the survey periods regardless of eligibility of that student to be counted for funding. This includes students not eligible because of **attendance**, students who are in categorical programs such as Pre-Kindergarten Title 1 programs, and other similar programs.

2. Student Course Schedule

Students are eligible to earn FTE if the class operates during survey week and the student meets both program membership and attendance requirements. **Schedule changes should be suspended during the FTE survey week.** If it is necessary to change a student's schedule during the survey week, the FTE should be calculated on the basis of the schedule existing **at the end** of the survey week.

3. Membership/Enrollment

On the last day of survey week, the student course schedule is captured for each student who is active on the demographics for that week. If the student has at least one day of membership during survey week, the student meets the membership requirement and is eligible for **reporting**. Students who are not eligible to earn FTE but are still on the district's membership roll (i.e., Pre-kindergarten students who are not eligible to earn FTE through FEFP) should still be reported with FEFP Program Number as 999 and 0000 for FTE Earned.

4. Attendance

For all students for whom course records are generated, the school must determine whether the student meets attendance requirements. Using the Automated Student Attendance Record-keeping system, the school must verify that the student has been in attendance **at least one of the days** of the survey week **or one of the six days** preceding the survey week on which the school is in session. It should be noted that the appropriate withdrawal code is shown on the day following the last day of membership. FTE eligibility as related to attendance is not determined on a course by course basis; instead it is determined on a daily basis. FOCUS will automatically determine funding eligibility based on attendance. Schools are responsible for verifying students are accurately reported.

5. Verification

For all students who meet the attendance requirements, special program FTE requires (1) proper qualification of students, (2) proper qualification of teachers, and (3) appropriate course and line number assignment in accordance with State Board of Education Rules.

6. Funding

Report all student course records using the appropriate FEFP program number.

Students reported for funding in Programs 111, 112, 113, 254 Or 255 should have their schedules reported under these program numbers even if they are attending ESOL or Career Education courses.

FEFP Program 999 must be used on students/courses ineligible for FEFP funding such as voluntary Prekindergarten, students not meeting attendance requirements, study hall courses, and grades 7 to 12 who are enrolled for more than four semesters in exploratory career education.

Using the records and all the reported values of FTE, the school must verify the accuracy of FTE prior to the submission of the records to the State. Specific areas to verify as they relate to FTE are as follow:

FTE AREAS

There are seven (7) FTE areas that contain data that are transmitted to the State Department for each survey:

1. FTE Student Demographic
2. FTE Student Course Schedule
3. FTE Teacher Course
4. FTE Exceptional Student
5. FTE Prior School Status/Student Attendance
6. FTE English Language Learners
7. FTE Federal/State indicator Status

The data for each FTE survey will be created in a FOCUS survey website on the last day of the FTE survey week. Once the survey website has been created, **changes made in the production FOCUS website** will not be reflected within the FOCUS survey website. When student course schedule records are reported for FTE, matching Student Demographic Information, Teacher Course records, Prior School Status/Student Attendance and Exceptional Student Education records with active/current Individual Education Plans must also be submitted to avoid nulling the FTE at the end of the amendment period.

AMENDMENTS

An amendment to your FTE must be prepared and processed if corrections need to be made after the **final** FTE Summary Form has been submitted to Budget Services.

EXCEPTIONAL STUDENT EDUCATION

ELIGIBILITY

The State Board of Education Rule 6A-1.0451 (6) states: "For students in all special programs, a student's FTE membership shall be reported in the respective special program cost factor prescribed in Section 1011.62(1) (c), F.S. when the student is eligible and is attending a class, course, or program that has met all of the criteria for the special program cost factor. In addition, when reporting program membership, each student shall be reported in the same special program category as reported in the FTE membership survey."

If you have any questions as to whether a student is meeting the above program requirement, please contact the Exceptional Education/Student Services Department of the Duval County School Board for clarification.

GENERAL

ESE students reported as cost levels 251 – 253 on the ESE Student Data screen are reported to the state as follows:

111	PK – 3	Basic with ESE Services
112	4 – 8	Basic with ESE Services
113	9 – 12	Basic with ESE Services

The funding model takes into consideration the level of services the student receives regardless of the category of exceptionality.

Support level 4 (254) and 5 (255) will be reported as cost factors 254 and 255.

In order to maintain historical data and allow the proper calculation of school budgets, a decision has been made to maintain cost factors 251 – 255 on the ESE Student Data screen. The ESE support levels of 111 – 113 are programmatically rolled to the FTE files when the FTE file is created.

All Exceptional Education students who have an IEP or EP but do not have a support level reported in FOCUS should be assigned a support level by the school. The school should use the Matrix guidelines determine a support level for these students. Once the support level is determined, it should be added into the ESE screen in FOCUS.

While an IEP or EP is required for all ESE students, the maintenance of matrix of services document is no longer required for level 251 – 253 cases. **However, the matrix of service document continues to be required for students in support levels 254 – 255. A formal matrix of service document needs to be on file and a support level entered into the ESE Student Data screen to report these students as ESE. The matrix is an official, auditable document that is part of the student's records. The matrix should be kept with other student record information such as the IEP.**

There are five support level categories. A student generates funding using a single support level for the full school week. The school week for students served on an abbreviated schedule (e.g., a prekindergarten child who comes to the school only for speech services) or settings outside the school (e.g. hospital/homebound students served at home) will consist of the actual time they are receiving educational services. For example, the scheduled hours for a student identified as

Homebound/Hospital whom a teacher visits for three hours per week are three hours.

All of the following points should be considered as you verify the accuracy of the data you use for FTE calculations:

1. **Pre-kindergarten** students enrolled in an Exceptional Education program shall be counted for the actual time they are receiving services in that FTE category **only**. These students are **NOT** eligible for Basic FTE.
2. **Homebound/Hospital** students whose schedules specify the number of minutes per week that hospital/homebound services provided at home or in a hospital should be reported during survey week like other students. If the student is scheduled to receive services, and the teacher as direct face to face instruction with the child during survey week or on of the six days preceding survey week, the student's scheduled time should be reported. If a home/hospital student is served both at home and at a school site, he or she should be reported under two support levels if the student has another disability that receives special education or related services during the school day. This will require that two matrixes be completed. The first matrix should reflect the services provided at the school site. The second matrix should reflect the services provided in the home or hospital should be indicated. During FTE week, the student will be reported at the 255 or 251 support level for the amount of time at a home or hospital (Second School HH Matrix field) and at the cost factor resulting from the second matrix for the remainder of the school week (Current Matrix field). If the student is bi-schooled enrolled and only Home/hospital, the Current Matrix field should remain blank and the student counted for basic funding during the time spent at school. The home/hospital matrix will be documented in the Second School HH Matrix field. For students who are bi-schooled enrolled in HH and a school site is scheduled to receive services, and has received services in either setting during survey week or one of the six days preceding survey week, the student's scheduled time in both settings should be reported,
3. In the case of a student who leaves the home school to go to a second school for another class (i.e., Gifted), the **home school** will receive a report and schedule that shows time claimed by the second school.
Travel time between the two schools may not be included as a part of the instructional time for FTE funding. The actual instructional time should be determined by the two schools prior to implementing steps for FTE calculation.

Service Delivery Models: Certification requirements for teaching basic education courses for students identified with exceptionalities are contained in the following paragraphs defining service delivery models currently used in Florida.

1. **Co-teaching** - A classroom in which two teachers, a general education teacher and an ESE teacher share responsibility for planning, delivering, and evaluating instruction for all students in a class, some of whom are ESE and some of whom are not. In order to be considered co-teaching, this delivery system is provided whenever a class/subject is taught by two teachers and must continue for the entire class period.
2. **Support facilitation** - An ESE teacher provides support for ESE students' achievement in the general classroom. Support facilitators may work and move among two or more basic education classrooms working with the general education teachers and students identified with exceptionalities as needed. The frequency and intensity of support varies based upon students' and/or general educators' need for assistance. In cases where non-ESE certified teachers have classes in which students are enrolled in basic courses as well as students who are enrolled in ESE courses, the basic education teacher is not out-of-field for the ESE courses if an ESE certified teacher is providing support facilitation services.

3. **Consultation** - General education teachers and ESE teachers meet regularly face-to-face or via conference call or virtual technology to plan, implement, and monitor instructional alternatives designed to ensure that the student with exceptionality is successful in the general education classroom. All teachers providing support to students via consultation with the students' general education teachers are required to maintain a record of the teachers, courses, and ESE students to whom they are providing services. ESE teachers providing support to students with disabilities via consultation with the students' general education teachers are required to have any ESE coverage. The allowance for any ESE certificate coverage is because ESE teachers using consultation are not necessarily providing direct services to students with disabilities. ESE teachers providing support to students who are gifted via consultation with the students' teachers are required to have the gifted endorsement coverage.
4. Beginning July 1, 2011, teachers providing consultation services for prekindergarten children with disabilities for Course Number 7650030 (Prekindergarten Disabilities 0-2) or Course Number 7650130 (Prekindergarten Disabilities 3-5) must be certified in one of the following areas: any ESE area with the prekindergarten disabilities/handicapped endorsement, early childhood education with the prekindergarten disabilities/ handicapped endorsement, primary education with the prekindergarten disabilities/handicapped endorsement, prekindergarten/primary education or preschool education.
5. **Resource room or self-contained** - ESE teachers would provide total instruction and focused services in these models in which all of the students being served are students with exceptionalities. The setting for this service delivery model is other than the general education classroom for a period(s) of the school day. In addition, the No Child Left Behind (NCLB) Act changes certification requirements for teachers of core academic subjects. For "new" teachers (no teaching experience) in Title I School-wide or Targeted Assistance programs, ESE teachers teaching core academic subjects to students with disabilities in grades 7-12 must have certification in both ESE (see ESE certification table) and the core academic subject area.

PRIMARY EXCEPTIONALITY CODES

		EXCEPTIONALITY	STATE PROGRAM CODE	
CAREER TECHNICAL Students placed in with that are the Plan. District Office if of requirements is needed.		Autism Spectrum Disorder (ASD)	P	AND EDUCATION should be career and technical programs in accordance provisions outlined in <u>Student Progression</u> Contact the Career and Technical Education clarification program
		Deaf/Hard of Hearing (D/HH)	H	
		Developmentally Delayed (DD)	T	
		Dual Sensory Impaired (DSI)	O	
		Emotional/Behavioral Disabilities (EBD)	J	
		Gifted	L	
		Homebound/Hospital	M	
		Intellectual Disabilities (InD)	W	
		Language Impaired (LI)	G	
		Orthopedically Impaired (OI)	C	
		Other Health Impaired (OHI)	V	
		Specific Learning Disabilities (SLD)	K	
		Speech Impaired	F	
		Traumatic Brain Injured (TBI)	S	
	Visually Impaired (VI)	I		

Middle school students, grades 6 – 8, scheduled in career and technical courses are reported as basic

FTE line 102.

On the Job Training (OJT) and DCT

Students enrolled in Course Numbers that are on the job training, cooperative training, or similar programs that include training at **non-school** sites must have **all time spent at school sites counted as part of membership hours**. Total membership hours for school site, non-school site, on-the-job training, and cooperative training programs shall not exceed 25 hours per week of membership. Total membership hours in such cases may not exceed normal student membership hours for students in that school. That is, all school site instruction for both basic and special program courses must be calculated for FTE Earned before off-site instruction is considered. Total membership hours in such cases may not exceed normal membership hours for students in that school.

It is imperative that work time cards are maintained and retained as part of the audit trail to document hours worked. The time a student is enrolled in and scheduled to participate in the work-based activity should be reported. For example, if a student is scheduled to work nine hours a week in OJT and the student was sick four of the nine hours, the nine scheduled hours is still reported. The student must meet the membership and attendance requirements as outlines in above.

DROPOUT PREVENTION

Students must meet the eligibility and program requirements as set forth in Section 1003.52, 1003.53 and 1003.54, F.S. Only those students who meet eligibility criteria are admitted to the program according to the admission procedures and participate in instruction specified in any one of the eligible dropout prevention programs in an approved district plan, as approved by the board. All dropout prevention program eligibility must be properly documented before being counted for FTE in any dropout prevention program. Students will be reported as FEP Basic Programs 101, 102 or 103.

Records of students participating in dropout prevention programs shall contain the following:

1. The students' dropout prevention program category.
2. Students' entry and exit dates in the dropout prevention program.
3. Documentation of the eligibility of each student and any required interventions that are dated prior to each placement in a dropout prevention program. Eligibility for multi-year programs shall be documented annually.
4. Number of instructional periods or hours of participation.
5. Evaluation of each student's academic and behavioral progress.
6. Annual written documentation of parent notification and evidence of involvement in the placement decision prior to the date of the student's membership in a voluntary program.

TEENAGE PARENT PROGRAM

Students who complete the Teenage Parent Program and return to their home school should be reported in the appropriate Basic FTE line number (102 or 103), with Dropout Prevention Program code, P. Preschool children of enrolled teenage parents should be reported in FEP Program 101 using the course Number 5100560, with the grade level of PK, and with the Dropout Prevention Program Code, P. These students will be reported in school 1981, Teen Parent Service Center.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

All ESOL program eligibility must be properly documented before being counted for weighted FTE in the ESOL program. Instruction shall be provided through courses listed in the Appendix DD of the State Database Manual.

Any course with an FEP 130 must have the following appropriate Instructional Model code:

-
1. Language Arts and Reading courses use an E for sheltered courses and an I for inclusion courses.
 2. Math, Science, Social Studies, and Computer Literacy courses use S for sheltered courses and C for inclusion courses.
 3. All non-FEFP 130 courses must have an Instructional Model code of Z.
 4. Do not report ESOL Instructional Model codes for students who are both ESE and ESOL. All of their courses will be reported with ESE FEFP numbers causing a reject for any course reported with any code other than a Z.

ESOL weighted FTE is limited to six years, however a student whose English competency does not meet the criteria for proficiency after six years may continue in the ESOL program with basic FEFP program for as long as they need ESOL program services. If a student exits the program and is later reclassified as limited English proficient, the student may be reported in the ESOL program with weighted funding for a period not to exceed a total of six years. All students who are reported as ELL and under ESOL weighted funding (FTE line 130) must be receiving instruction by appropriately qualified staff that is using ESOL and/or home language strategies.

PULLOUT CLASSES

Pull out classes must be properly identified and reported with the appropriate period number. The minutes/week must be adjusted for both the class from which the student has been pulled and the class being reported as a pullout class. If students are not reported within the correct period, a schedule of contact hours needs to be maintained during survey week to resolve conflicts in resource classes.

Therapies scheduled on a less than weekly basis should be reported as a weekly average of the time scheduled in therapy.

PERIOD SCHEDULE FOR FTE

The period schedule for FTE purposes maybe different from what rings in your school due to rotation of classes or different clock times on certain days of the week. The period schedule for FTE purposes should be the average number of instructional minutes a course meets over a 90-day period.

BLOCK SCHEDULING FOR FTE

Schools that schedule classes that rotate length or offerings from one week to the next are to report these classes in the manner described below. This type of schedule reporting will result in an average of time students spend in classes. **This scheduling and reporting option are only for those schools offering valid flexible scheduling for all students.**

1. Determine the student's eligibility for reporting, as they are normally determined. That is, the students who are in membership on the "date certain" are those which are normally eligible for reporting.
2. Add together the time they are in each of the classes for the span of time being reported (90 days). This will include the survey week and the other weeks of the valid scheduling option.
3. An average of the class minutes weekly is used to determine the value of FTE.

TEACHER CERTIFICATION

Teachers must be certified in the area they are teaching and if teaching a core academic subject, have a highly qualified status as mandated for Federal No Child Left Behind legislation. Should there be a need to hire a teacher out of field; the following conditions must be met:

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1. Approval for the out of field teaching assignment must be granted by the Human Resource Services' Staffing office.
 2. A statement of understanding and agreement for out of field must be completed and signed by the principal and the teacher.
 3. The teacher must be granted approval by the School Board to be employed out of field prior to the end of the survey period of the out of field assignment.
 4. The parents must be notified by letter of the out-of-field Board approved assignment after the Board approves, but before date certain.

DUAL ENROLLMENT

Each semester of dual enrollment instruction that is eligible for high school and postsecondary credit shall be calculated in an amount equal to the hours of instruction that would be necessary to earn the FTE student membership for an equivalent course if it were taught in the school district. **Please take note that courses using period 77 do not calculate FTE. These courses must be marked exclude from FTE.**

ADVANCED PLACEMENT

A student will generate .16 additional weighted FTE for each Advanced Placement Course enrolled **and** scored 3 or higher on the College Board Advanced Placement Examination for that course. This information will be collected in August for survey 5. These values can only be reported in the multiples of .16.

INTERNATIONAL BACCALAUREATE

A student will generate .16 weighted FTE for each international baccalaureate course in which the student receives a score of 4 or higher on a subject examination. For each student who receives an international baccalaureate diploma, .30 weighted FTE may be earned. This information will be collected in August for survey 5.

ADVANCE INTERNATIONAL CERTIFICATE OF EDUCATION

A student who are in Advanced International Certificate of Education **and** scored E or higher on a full-credit subject area will generate additional .16 FTE and .08 FTE for students enrolled in a half credit course. For each student who receives an Advance International Certificate of Education diploma, the value of .30 may be earned. This information will be collected in August for survey 5.

INDUSTRY-CERTIFIED CAREER EDUCATION

This information will be collected in August for Survey 5. Refer to the FLDOE FTE general instructions for additional information.

BLENDED LEARNING

A blended learning course consists of both traditional classroom and online instruction. FTE student reporting for funding should be reported based on seat time. Refer to 1002.321(4)(e), F.S. for additional information.

DEPARTMENT OF JUVENILE JUSTICE (DJJ) PROGRAMS

Section 1003.01 (11) (a) Florida Statute describes the school year for Juvenile Justice Programs as follows: "For schools operating for the purpos1e of providing educational services to youth in Department of

Juvenile Justice programs, the school year shall be comprised of 250 days of instruction distributed over 12 months. At the request of the provider, a district school board may decrease the minimum number of days of instruction by up to 10 days for teacher planning for residential programs and up to 20 days for teacher planning for non-residential programs subject to the approval of the Department of Juvenile Justice and the Department of Education.”

The following requirements are in effect:

1. FTE count periods shall be the same for DJJ programs as for other public-school programs.
2. The calculation of FTE for students in DJJ programs shall be limited to 25 hours per week.
3. The school year shall be comprised of 250 days of instruction with no more than 10 of the days used for teacher planning in residential and 20 days in nonresidential programs.
4. Students participating in GED preparation programs shall be funded at the basic program cost factor.

DJJ FTE will be calculated as all other FTE are calculated based on scheduled instructional days per the district School Board approved calendar. This is the way these students were reported before the 1999 – 2000 school year. The FTE is reported under the appropriate FEFP program (i.e., basic, career, ESE or ESOL).

For DJJ Facilities, it is recommended that FTE be reported as follows unless the school has a different calendar approve by the board:

- | | |
|---------------------|------------------------------------|
| July (Survey 1) | Report up to 35 instructional days |
| October (Survey 2) | Report up to 90 instructional days |
| February (Survey 3) | Report up to 90 instructional days |
| June (Survey 4) | Report up to 35 instructional days |

The maximum number of days the schools can report for surveys 2 and 3 is 90 days each survey. Additional instruction may be offered on these surveys, but state will not provide funding for the extra days. Also, school may report up to 70 additional days for funding in Survey 1 and Survey 4 combined.

DJJ students are defined as those students enrolled in a DJJ facility / program and receive educational services from the local school district or through a contract with the local school district.

SCHOLARSHIP PROGRAM FOR STUDENTS WITH DISABILITIES

The McKay scholarship program for students with disabilities is an extension of a school choice program created by the 1999 Legislative session. During 1999 – 2000 school year, Sarasota County piloted the program. During the 2000 Legislative session, the McKay Scholarship Program was extended statewide beginning with the 2000 – 2001 school year. The program provides options (choices) for the parents of students with disabilities.

Eligibility Requirements

In order to be eligible for this McKay scholarship Program, a student must apply for the program prior to withdrawing from public school, have an Individual Education Plan (IEP) or a 504-accommodation plan and:

1. Have been enrolled and reported for funding in a Florida public school during the October and February Florida Education Finance Program surveys (Grades K – 12); or
2. Received services under the Specialized Instructional Services (SIS) program during the previous school year and has a current IEP; or
3. Have attended the Florida School for the Deaf and Blind during the preceding October and February student membership surveys Grades K – 12); or
4. A dependent child of a member of the US Armed Forces who transfers to Florida from out of state due to permanent change of station and,
 - a. The parent has notified the school district at least 60 days prior to the date of the first

-
- b. scholarship payment electronically or in writing and
Has obtained acceptance for admission of the student to a private school eligible for the program.

A McKay Scholarship allows for students attend private schools, public schools outside of the student's school zone, or a public school in an adjacent district.

Family Empowerment Scholarship Program

The Family Empowerment Scholarship (FES) Program is one of Florida's greatest victories for low-income and working-class families, and it is the first of its kind to extend support to middle-income families. Following the 2019 Legislative Session, Governor Ron DeSantis signed SB 7070, which creates the FES Program and provides 18,000 students life-changing education opportunities for academic and career success.

The FES Program will provide an educational lifeline to students waiting for an opportunity to find the school that will best work for them and puts more parents in the driver's seat to determine the best educational environments for their children.

Eligibility Requirements

In order to be eligible for this Family Empowerment Scholarship Program, the student must be accepted and enrolled in a participating private school and meet the following criteria:

1. The student's household income level does not exceed 300% of the federal poverty level (\$77,250 for a family of four) or the student is on the direct certification list (list of children who qualify for the food assistance program, the Temporary Assistance to Needy Families Program, or the Food Distribution on Indian Reservations program), or

The student is currently placed, or during the previous state fiscal year was placed, in foster care or in out-of-home care as defined in s. 39.01

2. The student is eligible to enroll in kindergarten or has spent the prior school year (2018-19) in attendance at a Florida public school. Prior attendance means the student was enrolled in and in attendance at a Florida public school during both the October and February student counts.
 - a. A sibling of a student who is participating in the scholarship program under the above eligibility criteria is eligible for a scholarship if the student resides in the same household as the sibling.

FLORIDA VIRTUAL SCHOOL PROGRAM

Florida Virtual School Program is established for the purpose of making academic instruction available to Kindergarten through Grade 12 using online and distance learning technology. Florida Statutes references on eligibility and funding are Sections 1002.37, 1002.45, 1002.455, 1003.498, 1002.33 and 1011.62

Funding

Virtual instruction program is full-time for students in Kindergarten to 12 or part-time for grades 9 to 12 enrolled courses measured by FCAT, end-of-course assessments and advance placement examinations. The program is also full-time or part-time for students in dropout prevention and academic intervention programs.

- Student in kindergarten to 8th grade is considered a full-time equivalent student in a virtual school program or a virtual charter school and is funded upon successful completion in a basic program that counts towards promotion to next grade. Level.
- Student in grades 9 through 12 is considered a full-time equivalent student in a virtual instruction program or a virtual charter school upon completion of six full-credit courses. Credit completions may be a combination of either full-credit or half-credit courses.
- Funding for grades 6 to 8 is upon course completion with passing grades or credits earned.
- Virtual students and courses are reported in Survey 2 and 3 with FTE equal to 0, and in Survey 4 with appropriate FTE earned based on successful completion.

SECTION B FTE DATA COLLECTION & REPORTING PROCEDURES

Data in this section is divided into four subsections, (I) procedures to be completed prior to survey week, (II) during survey week, (III) after survey week, creation reports, and (IV) after survey week, funding reports:

I. FTE REPORTING PROCEDURES – WEEK PRIOR TO SURVEY WEEK

Two weeks **prior** to the survey week schools should use the following reports to validate and cleanup data. These reports should be produced by each school within FOCUS.

1. ELL report-FOCUS menu Students>Student Info>more search options>ELL
 - a. Within English Language Learner box click drop down and select LY and LP and then click search. Use this list to validate ELL /ESOL schedules.
2. ESE Discrepancies in Service and Support Level Discrepancy 2 reports – FOCUS menu Reports>District Reports>Exceptional Student.
 - a. Errors should be addressed for each student.
3. ESE Alpha report with IEP data – FOCUS menu Reports>District Reports>Exceptional Student.
 - a. Out of compliance IEP dates should be addressed by correcting in FOCUS and Matrix numbers verified and corrected, as needed.
4. Weekly Minutes – Focus Menu>Reports>District Reports>Reports>Weekly Minutes.
 - a. This report should be used to validate weekly minutes.
5. Master Schedule Report – Focus Menu>Scheduling>Master Schedule Report.
 - a. Use this report to verify periods, days of the week, rotation days and weekly minutes.
6. Class Lists – FOCUS Menu>Scheduling>Print Class lists
7. DOE Data Verification Reports – FOCUS menu>Florida Reports>DOE Data Verification reports.
8. It is important to review and correct errors on each tab. **(Tabs that will potentially impact FTE are Student Demographic, Prior School/Attendance, ELL, Exceptional Student, Student Course Schedule and Teacher Course)**

Use these reports to ensure all students are properly **entered** into FOCUS and are **scheduled** accurately. It is vital that information be updated accurately from all of the above since an FTE file will be created on Friday of FTE week based on this updated information within FOCUS. These reports may not be complete. Therefore, it is not necessary to retain them for audit trail.

DIRECTIONS FOR ESE ALPHA & DISCREPANCIES IN SERVICE REPORTS

The ESE Alpha and Discrepancies in Services reports identify those exceptional education students for whom a discrepancy exists in the support level or a discrepancy exists in the course(s) on the student schedule. Funding for ESE students is determined by the support level reported for each student. Not reporting accurate support levels for FTE will result in a loss of funds for the district. Accurate courses for ESE students are necessary in order to determine the time spent with non-disabled peers,

certification requirements and other district and state data management needs. Not reporting accurate courses for ESE students will result in incorrect data being reported. Failure to reconcile these discrepancies will result in audit exceptions.

Discrepancies on the lists should be reconciled using the following procedures:

1. Designate a school staff person familiar with ESE procedures and scheduling at your school to coordinate this activity.
2. For each student listed, verify eligibility for the ESE program noted by checking school records and/or consulting with the Admissions Representative assigned to your school.
3. If the student is eligible as noted, input the support level as determined by the Matrix of Services and/or adjust the student schedule and input the adjustment on the CRT to match the authorized program and time of service.
4. If the information on the Exceptional Ed Alpha or discrepancy list is incorrect, contact your ESE Admissions Representative who will, if appropriate, make the necessary adjustments or provide you with information to clarify the placement noted.
5. If a student's name appears on the lists more than once, be sure to reconcile each discrepancy noted.
6. If any additions or deletions are needed to students, contact the school's Admissions Representative or the Admissions and Placement Office.

II. FTE REPORTING PROCEDURES – DURING SURVEY WEEK

The following reports should be produced by the school **on the first day of** survey week:

- ELL report-FOCUS menu Students>Student Info>more search options>ELL
 - Within English Language Learner box click drop down and select LY and LP and then click search. Use this list to validate ELL /ESOL schedules.
- ESE Discrepancies in Service and Support Level Discrepancy 2 reports- FOCUS menu Reports>District Reports>Exceptional Student.
 - Errors should be addressed for each student.
- Exceptional Ed Alpha report with IEP data- FOCUS menu Reports>District Reports>Exceptional Student.
 - Out of compliance IEP dates should be addressed by correcting in FOCUS and Matrix numbers verified and corrected, as needed.
- Weekly Minutes- Focus Menu>Reports>District Reports>Reports>Weekly Minutes.
 - This report should be used to verify weekly minutes are correct.
- Master Schedule Report –Focus Menu>Scheduling>Master Schedule Report.
 - Use this report to verify periods, days of the week, rotation days and weekly minutes.
- Class Lists- FOCUS Menu>Scheduling>Print Class lists
- DOE Data Verification Reports- FOCUS menu>Florida Reports>DOE Data Verification reports.
 - It is important to review and correct errors on each tab. **(Tabs that will potentially impact FTE are Student Demographic, Prior School/Attendance, ELL, Exceptional Student, Student Course Schedule and Teacher Course)**

During survey week is the time to get the following items finalized so your FTE reports will be accurate. Use the procedures below to make sure the required work is completed before Friday of survey week.

1. All new students have been entered into FOCUS and have been given complete schedules. All students who have not shown up have been withdrawn from FOCUS with the correct withdrawal code.
2. Teachers must keep **attendance** records for **all students** including second school (such as gifted), private school students and all other students who attend your school for services. All **original attendance documents** must be signed and dated in ink by the appropriate teacher.

-
3. All ESE resource teachers (and schools using Ungraded Temporary Instructional Placement Course) have been given a schedule of contact hours to complete during FTE week. These schedules need to be **signed and dated** as of FTE week by the ESE teacher as certification of the accuracy. These schedules should match the student schedules and be kept with your FTE materials for audit.
 4. Verify all student demographic data is complete and that all students have schedules.
 - a. All documentation for ESOL has been entered.
 - b. All dropout prevention information has been entered
 - c. Student social security numbers have been entered and verified.
 - d. All students with second schools are properly identified.
 - e. All students are in correct grade levels and homerooms.
 5. All PK students (ESE, Title 1, and Teen Parent Babies) have been entered.
 6. Parent consent forms have been submitted to ESE admissions to authorize those students needing parent consent for this FTE survey.
 7. All ESE documentation is in place. Student's schedules reflect accurate information with the student's IEP and matrix of service. Students' IEPs and matrix of service have been updated and include all appropriate signatures. Students attending ESE classes should be scheduled for the amount of time indicated on the student's IEP or actual contact time.
 8. All errors on the ESE discrepancies in services report have been resolved and updated in FOCUS. Also use the Exceptional Ed Alpha report to make sure students are scheduled for all ESE programs.
 9. All dropout prevention documentation is in place. All students participating in Dropout Prevention Programs must have an entry or withdrawal date of the proper dropout prevention program on the Demographics Dropout Program screen and have been scheduled with the appropriate dropout prevention course.
 10. Pull out classes must be properly identified and reported with the appropriate period number. The class minutes weekly must be adjusted for both the class from which the student has been pulled and the class being reported as a pull out. Also, remember to complete the schedule of contact hours if there are any conflicts between two weighted courses.
 11. Secondary schools have verified the school's period schedule for accuracy. Period schedules used for FTE purposes may be different from what rings in your school due to rotation of classes or different clock times on different days.

By having these items as accurate as possible, less work will be required to adjust the data later.

SCHEDULE OF CONTACT HOURS

For schools with grades PreK - 5, the ESE Schedule of Contact Hours' sheet should be completed for any ESE classes that are not scheduled in the computer for the time that services are actually being provided.

For schools with grades PreK - 12, when therapy or ESE resource time is scheduled for less than a period or for overlapping periods, the ESE Schedule of Contact Hours' sheet must be completed.

The teacher providing the service and the class (i.e. gifted, SLD...) must be listed in the blanks provided on the sheet. Under clock times, please list the actual clock times (i.e. 1:30-2:30) under the day of the week that the service is scheduled, not necessarily the time for the period listed in FOCUS. However, the total number of minutes calculated in the ESE Schedule of Contact Hours must agree with the total minutes of the ESE class in Genesis.

These schedules need to be signed and dated as of FTE week by the ESE teacher as certification of the accuracy. In addition, if these ESE contact schedules are available for audit, they will take precedence over the individual student schedules during an FTE audit.

ATTENDANCE

1. Teachers must keep attendance records for all students, including second schools, private school students, and all other students who attend your school for services
2. For elementary gifted students, **attendance must also be taken at the gifted center** signed and dated by the gifted teacher to certify the accuracy of the attendance taken and retained for audit. Absences must be marked with an appropriate absence/tardy code similar to what's used on your full-time students' attendance records.
3. In all schools, attendance must also be taken for students attending your school on a part time basis such as home school and private school students receiving speech or language services only. This may be accomplished through the teacher's Class Record Book or any attendance sheet developed by you. Be sure to use the same codes to mark attendance similar to what's used on your full-time students. This must be signed in ink and dated by the teacher to certify the accuracy of the attendance taken and retained for audit.
4. Verify that any students that do not meet the attendance requirement are not being funded in the applicable survey.
5. Verify that all students on the Student Funding Record match those in your official attendance registers. The signed Attendance Verification Registers must be filed and kept for the retention period according to the State of Florida General Records Schedule.

III. FTE REPORTING PROCEDURES – AFTER SURVEY WEEK, CREATION REPORTS

The following reports will be generated after the survey week:

- Individual Student Schedules by Home and Second School. If you correct any student schedule information, you must also correct these schedules in red and date as of the effective date of the correction. (On or before Friday of survey week). If any student withdraws from your school during survey and does not enter another Duval County school, you must create a printed schedule for these students. Be sure to include the teacher name, course, and the date on the printed schedule. If a schedule change is dated after survey week, the auditors will not accept the change as valid for FTE week. The individual student schedules are the **backup** data for the FTE reports. When audited, the FTE reports must match the student schedules as of Friday of survey week (day certain); otherwise, the FTE reports will be adjusted. These schedules must be retained for audit trail.
- Master Schedule Report- Use this report to search incorrect minutes in class periods or incorrect durations. Any course changes, additions or deletions should be indicated in red and dated (on or before Friday of survey week). This report must be retained for audit trail.
- FTE Student Funding Record – Home School and Second School. This report is a complete listing of all students with the instructional program that will be considered for FTE funding. The lists were derived directly from the individual student schedules as of Friday of survey week. Scan through this report for scheduling errors such as a basic student in an exceptional education homeroom, incorrect number of minutes in a course, or students missing courses. For middle and high schools, pullout classes must be properly identified and reported with the appropriate period number. After creation of the FTE file, pullout classes must be adjusted manually when courses are entered on the screen. For elementary schools, a schedule of contact hours is maintained during the survey week to resolve conflicts in resource classes. All corrections to student schedules should be indicated on the audit lists in red and given to the CRT operator to enter into the computer. Remember, if the student schedule is incorrect; delete the incorrect courses on the FOCUS Survey website so only correct student schedule information will be transmitted to the State. See page 18 for more information.
- ESE Alpha Report. Use this report to make sure students are scheduled for all ESE programs and matrix of service have been updated and reported correctly. Exceptional Ed Alpha Report list should include every ESE student entered into FOCUS. If a support level is not indicated for a student, then the

student must be counted as Basic.

- ESE Discrepancies in Service Report and Support Level Discrepancies Report. All errors must be resolved, and student schedules must be updated in the computer and on paper. These reports cannot and do not identify all FTE and ESE errors. They only identify ESE students who have an open program without ESE courses, ESE courses without an open program, ESE courses without a support level or an ESE support level without ESE courses. Schools should review IEPs and student schedules to ensure that ESE students have been scheduled for the correct amount of ESE contact time.

All **original attendance documents** (Teacher Verification Sheets and any other attendance sheets used for part time students) must be signed and dated in ink by the appropriate teacher. **A teacher signed** attendance registers should be received by the Principal (or designee).

All reports **must be** reviewed **carefully** for **accuracy** since the FTE calculations will be based on information updated from these reports. Necessary changes must be made by each school on the FOCUS Survey website. All errors must be resolved on the creation reports. It is very critical that these reports are used to correct the FTE information.

CORRECTIONS

Corrections to the regular FOCUS website will not affect the FTE data on the FOCUS Survey website. Follow the FTE time line as to when you will be able to make corrections on the FTE screens. There are five places where information must be corrected as listed below:

1. On the printed individual student schedule used for paper trail.
2. On the printed course status report for corrections made to the master schedule (teacher course)
3. On the FTE Student Funding Record – in red
4. On the computer via the FTE screens (FOCUS Survey website).

PRINTED INDIVIDUAL STUDENT SCHEDULES

The student schedule is the basis for each school's FTE. It must be accurate. If corrections are made to FTE, the printed student schedule must also reflect the corrections. The correction must be dated as to when the change was in effect (on or before Friday of survey week). An auditor must be able to tell from the printed schedule what the student's schedule was during each FTE survey period.

PRINTED COURSE STATUS REPORT

A printed course status report must be retained for audit trail. If corrections are made to the master schedule or FTE Teacher Course screens, the printed course master must also reflect the corrections. The correction must be dated as to when it was in effect (on or before Friday of survey week). An auditor must be able to tell from the printed course master what courses were valid during each FTE survey period.

STUDENT FUNDING RECORD – for Home School and for Second School

The Student Funding Record reports are complete listing of all students (in alphabetical order by homeroom) with the courses/programs for FTE funding as well as basic resource courses (elementary only). As such, it must reflect accurate data. These instructions should be helpful in correcting the FTE Student Funding Record – prior to making changes on the FOCUS Survey website. **Information must also be corrected on the student's printed schedule for audit trail. Printed schedules should be prepared for any students added to the Student Funding Record.**

1. **IF A STUDENT HAS BEEN OMITTED FROM THIS LIST**, the student may be added by writing his information (Student Name, Student Number, and Grade) on the list in the same format as other students. In the Action code bracket on the first line for an added student, put the code "A" for add, and complete the information (School number, course number, section number, period number, FTE line, and minutes per week) for the first of the student's fundable courses/programs. If additional lines are needed to describe other fundable courses/programs, the action code shall be "A" for add. If there is not enough space, add the information at the bottom on the page or on

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- additional sheets of paper stapled to the printout.
2. **IF A STUDENT IS MISSING A FUNDABLE COURSE ON THIS LIST**, it is added by writing the information (Action code, School number, course, section, period, FTE line, and minutes per week) below the existing class(es). The format should be the same as other classes and the action code should be "A" for add.
 3. **IF A STUDENT IS NOT ELIGIBLE FOR FTE FUNDING**, mark delete "D" and indicate reason not eligible. **IF A COURSE IS INCORRECT AND SHOULD BE REMOVED FROM THIS LIST**, it is done by entering a "D" for delete in the action code field so that the course will be deleted.
 4. **IF A STUDENT'S GRADE LEVEL IS INCORRECT**, it must be corrected on the FTE Student Demographic Information screen. Be sure that the line number is correct for that grade level; this is especially important for basic funding.
 5. Principals (or designees) should **EXAMINE IN DETAIL THE FTE STUDENT FUNDING RECORD FOR ALL STUDENTS** to ensure that the data is correct. Past experience indicates that there are specific circumstances which increase the chance of errors in this report. Some of these are listed below:
 - a. Students with more than one Exceptional Education Program
 - b. Students from other schools
 - c. Students who have entered or withdrawn during the survey period
 - d. Students who have recently been staffed into or out of ESE programs
 - e. Students in DPP or LEP programs
 - f. Students with incorrect grade levels
 6. **If a student is taken out of a vocational or an exceptional education class for a "pull out" program (i.e., Speech/Language or Vision), the minutes for the "pull out" program must be reduced from the vocational or exceptional education class to reflect the exact time he or she spends in each of those classes.**
 7. The membership by grade level can be located on the last page of the Student Funding Record, as this tally is drawn from the FTE file, it may not match the official school membership report. Discrepancies should be resolved by adding or deleting students from the Student Funding Record and making appropriate adjustments on the FOCUS Survey website.
 8. The corrected information on the Student Funding Record **must** be entered on the FOCUS Survey website on the days specified on the timeline. Questions concerning the method for changing data should be directed to the FOCUS help desk.

IV. FTE REPORTING PROCEDURES AFTER SURVEY WEEK, FUNDING REPORTS

When all necessary changes have been finalized, the FTE Calculation Program will generate these reports:

1. FTE Summary
2. Students Receiving Less than Full Funding
3. Students Receiving More than Full Funding
4. Funding Lost to Other Schools
5. Funding Gained from Other Schools
6. FTE Student Funding Record Home School and Second School

These reports will be available at the school's print folder. The schools must **verify** the **accuracy** of reports 1 through 6 and balance total FTE on the FTE Summary Form to the Verification of Earned FTE. All of the above reports must be retained for audit trail.

PROCEDURES

As soon as you receive the above FTE funding reports:

1. Review the Student Funding Record, Less than full funding, More than full funding, Funding lost to other schools, and Funding gained from other schools reports for accuracy of information.
2. Check to see that all changes that were made are correctly reflected on the Student Funding Record. Secondary schools please check quarter courses for accuracy.
3. If there are any errors, follow these steps:

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- a. Make all appropriate changes in **red** on the Student Funding Record.
 - b. Supply a brief statement of the reason for each change on the appropriate Student Funding Record.
 - c. Correct the printed student schedules or schedule of contact hours (elementary schools) for the paper audit trail and date as of the effective date of the correction. (On or before Friday of survey week).
 - d. If the correction involves a change or addition to the course master, update the printed Master schedule report for the paper audit trail.
 - e. Follow the timeline as to when you will receive an updated printout of the Student Funding Record.
 - f. Enter all corrections on the FOCUS Survey website. Corrections to the Production FOCUS website will not affect the FTE data on the FOCUS Survey website. Follow the FTE timeline as to when you will be able to make corrections on the FTE screens.
 - g. Each change must be made in such a way that the audit trail is clear.
4. Complete the Checklist for Preparation and Completion of FTE survey. A sample form has been provided on page 23.
 5. Complete the Verification of Earned FTE. This form is used to verify the Total FTE on the FTE Summary report. The amount on this form **MUST** agree with the **Grand Total** on your Student Funding Report to **four** decimal places. If it does not agree, then you must find the discrepancy. See below for instructions.

Funding reports will be run approximately three times. Scrutinize all reports even if you have not entered a correction. The State department applies edit checks to our information, and there may be a data correction or programming change that may change your reported FTE. An amendment must be prepared, if corrections need to be made after the close of an FTE cycle.

CHECKLIST FOR PREPARATION AND COMPLETION OF FTE SURVEY

All boxes on this form should be checked to indicate compliance by the school. If you are unable to check an item, please explain in detail on the back of the form. Items 8 and 9 must agree with lines 1 and 2 on the Verification of Earned FTE form. A signed and dated copy must be submitted to Budget Services along with other dated materials. An example of this form is on page 22.

VERIFICATION OF EARNED FTE

This form is to be used to verify the **Grand Total FTE** on the FTE Summary Report to **four decimal places**. The information needed to complete it is listed below. An example of this form can be found on page 23.

1. Student membership on the **last** day of the FTE survey period. This figure should represent all students, except Pre-K, who are on the official student attendance registers as full-time Duval County students.
2. The number of students from step one who cannot be funded because they were absent for the entire survey week and the prior six days.
3. The number of students transferred out-of-county **after Monday of the survey week**.
4. The report Funding Lost to Other Schools.
5. The report Funding Gained from Other Schools.
6. The report Students with Less than Full Funding.

Instructions for completing the Verification Form are on the form itself and will be sent as an excel spreadsheet.

GUIDELINES FOR LOCATING ERRORS & BALANCING VERIFICATION OF EARNED FTE

If there is a problem with balancing, the following may assist you in locating a discrepancy:

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1. Check grade level membership. (See LINE (1) on verification form).
 2. Compare grade level membership in Student Funding Record to your membership report on date certain.
 3. After determining which grade level membership does not match your enrollment on date certain, check the funding of each student in that grade level on the Student Funding Record. The Funding Lost, Funding Gained, and Less Than Full Funding reports should assist in finding exact discrepancies.
 4. After identifying the problem, follow the FTE Timeline to determine the proper procedure to correct the problem.
 5. Be sure you have all sets of Funding reports. (Including Less than Full Funding, Funding Lost to Other Schools, Funding Gained to Other Schools, and Students with Low Funding). **Do not** duplicate students funding from one set to the next set.

AMENDMENTS

All corrections needed for amendments will be done by the schools in Focus Production and in the Survey site. Contact your System Analyst for more information.

Once Amendments have been processed:

Send the following to Budget Services:

1. Amended FTE Summary Form, retaining a copy for your school's records.
2. Corrected Verification of Earned FTE form (FTE-03), if applicable.

AUDIT TRAIL - Retention of Records

The following records are to be retained at the school until **audits are completed by the Department of Education and the Legislative Auditor or three years**, whichever is longer.

1. Master Schedule report produced on date certain. Corrections after this date must be notated in "RED" in the document on file. The report must be accurate as of date certain.
2. Student Class Schedules as of date certain for every student receiving services at your school – Full time and part-time students receiving services at your school, whether Second School, District Level placed or Home Schooled. If a schedule is incorrect on date certain, and corrections were made to FTE after date certain, a hard copy of the date certain individual student schedule that was manually corrected, initialed, and dated as to when it was in effect (date certain) should be retained at the school.
3. Manual ESE Schedule of Contact Hours for FTE week signed and dated in ink by the teacher. (See memo for ESE Schedule of Contact Hours).
4. Any manually corrected Student Funding Records generated after date certain.
5. All pages of the Student Funding Record.
6. Signed FTE Summary Form
7. Students Receiving Less than Full Funding report.
8. Students Receiving More than Full Funding report.
9. Funding Lost to Other Schools
10. Funding Gained from Other Schools
11. Checklist for Preparation and Completion of FTE Survey
12. Completed Verification of Earned FTE form
13. Attendance records to document attendance eligibility
14. Signed time cards for students enrolled in on-the-job training courses for the FTE survey month.

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15. True Period Schedule, when the bell actually rings in your school, lunches, A/B days, along with a rotation calendar, if applicable. (This is not the Period Schedule from FOCUS)
 16. Printout of Homeroom Designations/Assignments for schools with grades PreK – 5.
 17. Copy of letter sent to parents notifying them of teachers' out-of-field Board approved assignment per Certification requirements provided.
 18. Current signed IEP and valid Matrix of Services form (remains in each student's cumulative folder)
 19. Documentation of ESOL program eligibility (remains in each student's red, ESOL folder within the student's cumulative folder)

SAMPLE CHECKLIST FOR PREPARATION & COMPLETION OF FTE SURVEY

**DUVAL COUNTY SCHOOL SYSTEM
CHECKLIST FOR PREPARATION AND COMPLETION OF FTE SURVEY
SURVEY 3 February 2020**

School # _____ School Name _____
If you are unable to check an item, please explain in detail on the back of this form. Please sign and submit this form along with the FTE Summary Report and Verification of Earned FTE form to Budget Services.

<input type="checkbox"/>	1. Determine FTE program for courses taught during the FTE survey.
<input type="checkbox"/>	2. Certify that student attendance in FOCUS is accurate.
<input type="checkbox"/>	3. Establish membership count as of the last day of the FTE survey week.
<input type="checkbox"/>	4. Determine those students not eligible for FTE count due to absence.
<input type="checkbox"/>	5. Determine if period (bell) schedules (including any special bell schedules) and master schedule(s) of teacher assignments for the year are complete and accurate.
<input type="checkbox"/>	6. Determine if program time is reported correctly for all students.
<input type="checkbox"/>	7. Determine if student schedules are correctly reported and maintained.
<input type="checkbox"/>	8. Determine if all students are properly reported in the correct grade.
<input type="checkbox"/>	9. Determine that bus schedules accurately reflect arrival and departure times.
<input type="checkbox"/>	10. Determine if all legally required documentation has been completed for students in Exceptional Education, Dropout Prevention, and Intensive English Language/ESOL programs.
<input type="checkbox"/>	11. Determine if students are placed in exceptional, career education, and dropout prevention programs according to guidelines as outlined in the <u>Student Progression Plan</u> and applicable Duval County procedural guidelines and manuals.
<input type="checkbox"/>	12. a. Determine if on-the-job time (co-op work programs) is within the normal school schedule time allowed for funding (25 hours). b. Verify that students are working at least the number of hours as listed in their student class schedule (SECONDARY ONLY)
<input type="checkbox"/>	13. Scrutinize FTE auditable documents indicated in the memo. Make necessary corrections in such a way that an auditor can easily follow the trail you create.
<input type="checkbox"/>	<i>14. It is critical that current IEP and matrix of service forms be filed in the student's cumulative folders and attendance including manual attendance record for second schools, time cards, schedules and all other required documentations be filed with FTE survey information for audit by District, DOE, or Legislative auditors. Missing and incomplete documentation will null the FTE during audit.</i>
<input type="checkbox"/>	15. Roster Verification Instructions were provided to ALL instructional personnel
<input type="checkbox"/>	16. Determine if all teachers are certified for courses taught or have been approved by the Board to teach out-of-field.
<input type="checkbox"/>	17. An out of field agreement was completed for all out of field teachers.
<input type="checkbox"/>	18. Letters were sent to parents as notification of teacher's out of field status.
<input type="checkbox"/>	19. Complete the Verification of Earned FTE.
<input type="checkbox"/>	20. Verify accuracy of final computerized FTE Summary Report (School Funding Certification form).

Principal's signature _____ DATE _____

RETAIN A COPY FOR YOUR FILES

SAMPLE Verification of Earned FTE form

Verification of Earned FTE														Form FTE-03
Input items in the Blue entry fields										October		February		FY
School Name:										x		2017		
										Survey Period				
										Erah No.				
Enrollment by Grade Level	KG	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Student Membership on last day of Survey Week (this should be a manual student count)														-
Students Absent during 11 day eligibility window														-
Students transferred out-of-county after Monday of survey week														-
Total Student Membership (Membership less students absent during window)														-
Weekly Minutes Per Day (example 12 periods for 30 minutes 12 x 30=360 minutes per day)														-
Total Weekly Minutes (minutes per day x 5 days per week)														-
Factor per FTE Manual	0.0004167	0.0004167	0.0004167	0.0004167	0.0003333	0.0003333	0.0003333	0.0003333	0.0003333	0.0003333	0.0003333	0.0003333	0.0003333	-
Total Reported Membership for Current FTE Survey Period	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

FTE Lost to other schools (exclude Pre-K) report can be found in school folder within FOCUS survey site				FTE Gained From Other Schools (exclude Pre-K) report can be found in school folder within FOCUS survey site			
School #	Lost FTE	School #	Lost FTE	School #	Gained FTE	School #	Gained FTE
Total FTE Lost To Other Schools		0.0000		Total FTE Gained From Other Schools		0.0000	
Total Underfunded FTE Due to Rounding Issue (normally due to ESE therapies):				Total Overfunded FTE Due to Rounding Issue (normally due to ESE therapies):			
Total FTE Lost for other reasons (i.e. dual enrollment, hospital homebound, travel)				Total Exceptional Education FTE Gained for Pre-K Students (Total FTE under PK column from the FTE Summary Report)			
Provide justification for above if amount indicated in lines 9 or 30.				Provide justification for above if amount indicated in lines 13.			
Total FTE Lost				Total FTE Gained			
0.0000				0.0000			

Grand Total FTE		0.0000
FTE Summary Form Total (form in FOCUS survey website school folder)		
Difference between Verification form and FTE Summary Form. This should be zero.		0.0000
<i>Caution: The amount on line 16 must agree with the FTE Summary Total to four Decimal places.</i>		

Person completing Form		Contact phone number	
Principal's Signature		Date	

SAMPLE FTE CALCULATION

To calculate reported FTE, use minutes per week for each course times the below factor.

Grades	Factor
PK-3	0.00041667
4-12	0.00033333

Sample Elementary -Kindergarten

Period	Courses	Weekly Minutes	Factor	FTE Calculation
1	Soc St	150	0.00041667	0.0625
2-5	Lang Arts	600	0.00041667	0.2500
6	Phys ED	150	0.00041667	0.0625
7	Art	60	0.00041667	0.0250
7	Music	60	0.00041667	0.0250
7	Introd to CP	30	0.00041667	0.0125
8-9	Science	300	0.00041667	0.1250
10-12	Math	450	0.00041667	0.1875
			Total	0.7500

Sample Elementary -Grade 5

Period	Courses	Weekly Minutes	Factor	FTE Calculation
1	Phys ED	150	0.00033333	0.0500
2-5	Lang Arts	600	0.00033333	0.2000
6	Soc ST	150	0.00033333	0.0500
7	Music Int 3	60	0.00033333	0.0200
7	Introd to CP	30	0.00033333	0.0100
7	Art - Int 3	60	0.00033333	0.0200
8-9	Science	300	0.00033333	0.1000
10-12	Math	450	0.00033333	0.1500
			Total	0.6000

Sample Secondary Calculation:

Period	Courses	Weekly Minutes	Factor	FTE Calculation
1	Word History	225	0.00033333	0.0750
2	HOPE	225	0.00033333	0.0750
3	Music World	225	0.00033333	0.0750
4	ENG I	225	0.00033333	0.0750
5	ALG I	225	0.00033333	0.0750
6	Phy Sci	225	0.00033333	0.0750
7	Chorus 2	225	0.00033333	0.0750
8	Intens Read	225	0.00033333	0.0750
			Total	0.6000