

Technical Assistance Paper for Virtual Funding and Reporting

- **Full-time virtual programs/schools may report FTE in all FEFP programs:**
 - 101-103 (Basic)
 - 111-113 (Basic/ESE Services)
 - 130 (ESOL)
 - 254-255 (ESE)
 - 300 (Career Education)
- **Part-time virtual programs/schools may report FTE in FEFP Basic Education and Career Education only:**
 - 101-103 (Basic)
 - 111-113 (Basic w/ESE Services)
 - 300 (Career Education)
- **EOC Assessments – Reporting FTE**
 - The algorithm to calculate 30 percent of the final course grade based on an EOC assessment is a locally determined decision.
 - The FDOE’s preferred algorithm, although not required, is $[(\text{Semester 1 converted to a 0-4 scale}) * .35] + [(\text{Semester 2 converted to 0-4 scale}) * .35] + [(\text{EOC assessment converted to 0-4 scale}) * .30] = \text{course average}$ [If weighting: (course average) + weight]
 - If a school district reports using a semester reporting system only (terms one and two), then the semester one and two averages must include 30 percent of the EOC assessment results. For semester one report cards, an asterisk could be placed with a special note (e.g., Semester one average pending end-of-year EOC assessment results).
 - Another option for districts using a semester reporting system would be to report a final year (term three) average only for courses requiring an EOC assessment and when there is the requirement for the results to count 30 percent of the final course grade. If a term three is reported for the course, then the combination of term one and term two should not be sent. This could incorrectly affect how the student’s GPA is calculated.
- **ESE Funding**
 - Districts may report FTE for full-time virtual ESE students in all FEFP programs (Basic, ESE, Career Education and ESOL). This includes FEFP Programs 111-113 (Basic with ESE services), 254 and 255 (ESE).
 - Funding for part-time virtual ESE students is limited to Basic Education and Career Education.
 - Services for students with disabilities may also be funded through Individuals with Disabilities Education Act (IDEA) dollars, ESE Guaranteed Allocation and other funding sources.
- **General Funding**
 - Funding for virtual education programs is through the FEFP. The Virtual Education Contribution (VEC) provides virtual programs and schools a specified amount of funding if their calculated funding is less than that amount. The current amount is \$5,230.
 - Report in all appropriate surveys.
 - Funding is based on successful course completion whether they are promoted or not.
 - Districts receive estimated funding throughout the year.
 - Funding is trued up at the end of the year after reporting of successful completions.

- For a student taking a virtual course from another district or FLVS, the district of instruction is to report the completion of the course for funding. Since the student can only generate 1.0 FTE, each district would receive a proportionate share of the funding.
- The 1.0 FTE cap does apply to students taking courses from FLVS and other school districts. The cap applies to DJJ students for FTE reported during Surveys 2 and 3. It does not apply to FTE reported for Surveys 1 and 4 for DJJ students.
- **Reporting Home Education Students in Part-time virtual programs**
 - School of Enrollment = N998
 - School of Instruction = Virtual School #
 - Grades K-12 VIP (7001 or 7023)
District Virtual Course Offering (7006)
District Franchise of FLVS (7004)
FLVS Flex (District 71, Schools 0500, 0600, 0700)
- **Surveys 2 and 3**
 - Submit same record formats as for students in other district schools and programs.
 - Report 0000 FTE on student course records.
 - Report Class minutes (Weekly) even though the reported FTE is 0000.
 - Report all virtual students who are enrolled during survey week.
 - VIP Provider Codes (7001)
 - Provider-operated programs use school number 7001.
 - Provider codes are assigned to approved providers and FLVS.
 - Provider codes are reported on student course records.
 - Program Provider Code Table is located in Appendix CC of the Student Database Manual: [Appendix CC: Virtual Instruction Providers](#)
 - Program Provider Codes for school 7001 must be reported correctly in Surveys 2 and 3 to ensure accurate provider grades.
 - Course Provider Codes (7006)
 - Course Provider Code Table is located in Appendix GG of the Student Database Manual: [Appendix GG: Online Course Providers](#)
 - Provider codes assigned to approved providers and FLVS
 - Provider codes reported on student course records
 - District-operated programs use school number 7023 and do not have provider codes.
 - FLVS Franchises use school number 7004 and do not have provider codes
- **Course Grade Data Element**
 - Report In Progress (IP) or appropriate withdrawal code (WP or WF) in Surveys 2 and 3. The course status codes (IP, WP, and WF) are not converted to numeric value.
 - Report actual course grade in Survey 4.
 - This reporting is for all virtual schools – state and district
 - FLVS Flex can report IP or completions in Surveys 1, 2, 3 and 4.
- **Report for Request F71198 for District Full-time Virtual Students**
 - Available for Surveys 2 and 3.
 - Purpose is to verify student data for school 7001.

- A separate report is created for each provider.
- The report lists student name, ID, grade level, VIP provider code and name.
- Please communicate with provider partners early in each survey and during accountability matching.
- **Survey 4**
 - Report all course records (successful and unsuccessful).
 - Report course grade on Student Course Record.
 - Report FTE > 0000 if successfully completed course.
 - Report FTE = 0000 if unsuccessfully completed course.
 - Be sure to report student course records for students that withdraw from a course.
 - **If the total reported FTE exceeds 1.0 FTE, the DOE will recalibrate the FTE to 1.0 FTE.**
- **DOE Generated Report for Virtual Student FTE – F7134**
 - Available for Survey 4.
 - Purpose to verify Survey 4 virtual course completions with FTE reported greater than zero.
 - Report lists total FTE reported for each virtual school in Survey 4.
 - Compares current FTE reported to previous year FTE reported in Survey 4.
- **Reporting FTE Beyond 180 Days**
 - FTE membership in programs scheduled for more than 180 days is limited to:
 - Juvenile Justice Education Programs
 - Florida Virtual School
 - Virtual instruction programs and virtual charter schools for the purpose of course completions and credit recovery only. Course completion applies only to a student who is reported during the second or third membership surveys and who does not complete a virtual course by the end of the regular school year. The course must be completed no later than the deadline for amending the final student enrollment survey for that year.
- **Survey 5**
 - Information should be reported for virtual students as for other district students.
- **Survey 6**
 - Count for Legislature.
 - Report students enrolled on certain dates.
 - Student Demographic Information format only.
- **Survey 8**
 - Reporting for Reading Progress Monitoring.
 - For districts/schools using FAIR for Progress Monitoring.
 - July to September.
- **Virtual Learning Labs (VLLs)**
 - Traditional schools report and receives funding
 - School of enrollment = traditional school number
 - School of instruction = traditional school number
 - Location of Student data element
 - “T” for online courses via contract with FLVS
 - “S” for online courses taken in computer lab/classroom at the school as part of the student’s school-day schedule.

**Scenarios for students enrolling in a virtual course (tied to the 180-day school year calendar)
describing when to report the course and course completion**

Scenario 1: Student was enrolled in a virtual course before Survey 2 week and completed the course before Survey 2 week.

This course should not be reported in Survey 2 or Survey 3; the course completion should be reported in Survey 4 (with FTE > 0 if completed successfully or FTE = 0 if the course is not successfully completed).

Scenario 2: Student was enrolled in a virtual course during Survey 2 week, was still enrolled in the course during Survey 3 week, and completed the course after Survey 3 week.

This course should be reported in Survey 2 and Survey 3 and the course completion should be reported in Survey 4 (with FTE > 0 if completed successfully or FTE = 0 if the course is not successfully completed).

Scenario 3: Student was enrolled in a virtual course during Survey 2 week and completed the course before Survey 3 week.

This course should be reported in Survey 2, not reported in Survey 3 because the course was already completed before survey week; the course completion should be reported in Survey 4 (with FTE > 0 if completed successfully or FTE = 0 if the course is not successfully completed).

Scenario 4: Student enrolled in a virtual course after Survey 2 week and completed the course before Survey 3.

This course should not be reported in Survey 2 since the student was not enrolled during Survey 2 week, it should be reported in Survey 3 as in progress (IP); the course completion should be reported in Survey 4 (with FTE > 0 if completed successfully or FTE = 0 if the course is not successfully completed).

Scenario 5: Student enrolled in a virtual course after Survey 2 week and completed the course before Survey 3 week.

This course should not be reported in Survey 2 or 3 since the student was not enrolled in the course during Survey 2 week or Survey 3 week; the course completion should be reported in Survey 4 (with FTE > 0 if completed successfully or FTE = 0 if the course is not successfully completed).

Scenario 6: Student enrolled in a virtual course after Survey 3 week and completed the course after Survey 3 week by the end of the regular school year.

This course should not be reported in Survey 2 or 3 since the student was not enrolled in the course during Survey 2 week or Survey 3 week; the course completion should be reported in Survey 4 (with FTE > 0 if completed successfully or FTE = 0 if the course is not successfully completed).