

**Florida Department of Education
Office of Funding and Financial Reporting and
Bureau of Education Information and Accountability Services**

FTE General Instructions 2009-10



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FTE General Instructions

2009-10

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Introduction

The “2009-10 FTE General Instructions” includes new items and items that have been revised for clarification. The significant changes include:

Page i – Provides for the operation of district schools for the equivalent of 180 days on an hourly basis (i.e. 900 hours).

Pages 8 - 9 – Study hall courses and transfer courses may no longer be reported for fundable FTE.

Pages 13-14 – Allows districts to report up to 1.000 FTE for a student in a district virtual school program or franchise in Survey 4, as long as fundable FTE was not reported in any other survey period in a traditional school that if added to the Survey 4 FTE would equal more than 1.000 FTE.

Page 19 – Clarifies that home education students may not be reported for dual enrollment funding.

Appendix E - Instructions for reporting K-8 Virtual programs have been deleted.

The 2009-10 Florida Education Finance Program (FEFP) provides funding for a 180-day or 900-hour regular school year except for certain specific exceptions. Students attending juvenile justice facilities are funded for a 230- to 250-day school year. With the exception of Department of Juvenile Justice (DJJ) programs, Juveniles Incompetent to Proceed (JITP) programs, and the Florida Virtual School, Prekindergarten through Grade 12 (PK-12) courses offered beyond the regular 180-day school year are not funded on a full-time equivalent student (FTE) basis through the FEFP. However, PK-12 courses offered beyond the regular 180-day school year, including intersessions, may be funded through the Supplemental Academic Instruction (SAI) Allocation and the Reading Allocation. Even if no associated funding is provided, districts are required to report summer school FTE, including the FTE associated with extended school year programs and summer reading programs, for use by the Department of Education in preparing statistical reports, reviewing participation in selected summer programs, and planning for student growth.

Courses offered by the Florida Virtual School and franchises of the Florida Virtual School will be funded on a successfully completed credit basis, with districts only earning FTE for courses in which they provide instruction. Details on the reporting of FTE for students earning credit in the Florida Virtual School and

franchises of the Florida Virtual School can be found in Appendix E of these instructions. **Districts may not earn or report FTE for direct instruction provided by the Florida Virtual School.**

Section 1003.57, F.S., prohibits non-Florida-resident exceptional students with disabilities who reside in a residential facility and receive special education or services from being reported for FTE funding through the FEFP. It further provides that the cost of instruction, facilities, and services for non-Florida-resident students with disabilities be provided by the placing authority in the student's home state of residence (e.g., public school entity, parent, other placing authority). It also provides that the Florida residential facility where the student is placed is responsible for billing and collecting payments from the placing authority.

Please refer to Appendix C for FEFP programs that are eligible for FTE reporting and funding for the current school year.

“Date certain” is always the Friday of survey week.

Adult postsecondary vocational and adult general education programs have been funded through Workforce Development since 1997-1998. All adult postsecondary vocational and adult general education program information is reported through the Workforce Development Information System (WDIS), with the exception of the portion of vocational postsecondary dual enrollment for which the district of enrollment is eligible to earn funding under the FEFP.

These instructions provide a detailed explanation of the standard methodology for reporting eligible prekindergarten through grade 12 FTE by student by course. The instructions are organized as follows:

1. The first section outlines general guidelines for reporting, including information concerning general procedures, survey periods, eligibility criteria, definitions, and information regarding FTE reporting for unique scheduling approaches such as year-round schools, extended school year, and PK-12 short courses.
2. The second section provides specific procedures, including records reporting, FTE reporting prioritization by FEFP program, calculation of FTE, the edit process, and PK-12 specific procedures.
3. The third section provides special instructions for reporting students who are enrolled in Advanced Placement courses, International Baccalaureate courses, Advanced International Certificate of Education courses, dual enrollment courses, and certain specific program areas. Instructions are also provided for students enrolled in nonpublic schools or home education programs who receive instructional services at public institutions and for hospital/homebound students.

4. The fourth section provides information on local record-keeping procedures.
5. Appendix A provides a table of FEFP membership minutes and the equivalent value of *FTE Earned, Course*.
6. Appendix B provides a sample of K-12 short course reporting.
7. Appendix C provides a list of FEFP programs eligible for FTE funding for the current school year.
8. Appendix D provides information on reporting requirements for students participating in the John M. McKay Scholarships for Students with Disabilities Program.
9. Appendix E provides Virtual School reporting instructions.

General Guidelines for Reporting

Regular School Year

A separate Student Course Schedule format must be reported for each class in which a PK-12 student is in membership during each of the Survey Periods, **regardless** of the funding eligibility of that student, to participate in the Florida Education Finance Program. This requirement includes students not eligible because of attendance and students funded through the Supplemental Academic Instruction (SAI) Allocation or the Reading Allocation.

PK-12 students in courses that take place outside the survey week during the regular school year are eligible for short course reporting. Please refer to the section on reporting short courses for PK-12 students.

The survey periods for record determination are set annually by the Commissioner of Education. For FTE reporting purposes, the survey periods cover the following time frames:

1. **Survey Period 1 (July)** covers the time period from the beginning of the fiscal year (July 1) to the beginning of the defined 180-day school year.
2. **Survey Period 2 (October)** covers the first 90 days of the 180-day school year.
3. **Survey Period 3 (February)** covers the second 90 days of the 180-day school year.
4. **Survey Period 4 (June)** covers the period from the end of the 180-day school program to the end of the fiscal year (June 30).

An additional Survey Period, **Survey Period 5**, covers reporting of prior school year data such as the Advanced Placement, Advanced International Certificate of Education, and International Baccalaureate programs. Supplemental FTE for completion of an industry-certified career and professional academy under Section 1003.492, F.S., is also reported in Survey 5. The data for this survey period cover the entire

school year that ends in August. **It is critical that districts correctly report the FTE associated with these programs during the survey period processing time frame.**

Extended School Year Survey Periods

An extended school year program is separate and distinct from year-round school programs and summer school programs. Extended school year programs are a true extension of courses provided during the second semester of the regular 180-day school year with no break in instruction. Supplemental Academic Instruction allocation funds may be used for extended school year programs.

The records for students attending the extended days of the school year must contain a Year-Round/Extended School Year FTE Indicator code of “B” to indicate that the FTE being reported is for extended school year instruction. The records for the first 180 days are reported as any other 180-day school year records.

Extended school year survey periods for record determination and FTE reporting are the same as the regular school year survey periods except that Survey Period 4 (June) covers the period of time that extends the school year to the end of the fiscal year (June 30).

Year-Round School Program Survey Periods

Survey periods for the Year-Round School Program are the same as for the regular fiscal year. However, the following descriptions specify how the count weeks are determined and how they are used in determining attendance and membership for FTE eligibility.

Regular School Year Reporting

Year-round schools should report the first 90 days of their regular 180-day school year in Survey 2 and the second 90 days of their regular 180-day school year in Survey 3, regardless of when the tracks are in session.

Tracks Not in Session

If it is survey week and the year-round school student track is not in session, then the last five days that the track was in session prior to survey week for both the October and February survey periods becomes the established survey period. Use the final five days for survey week and the preceding six scheduled class days for determining eligibility, and conduct the count in the normal manner. All current procedures for date certain and other related count issues apply.

Intersession

If the student is participating in instruction beyond 180 days during an off-track period, the *FTE Earned, Course* for that student shall be reported in the survey period when the instruction occurs. For example, if the instruction occurs during the time frame covered by Survey Period 2, the FTE by student by course should be reported for that period either during the normal processing time for Survey Period 2 or as an amendment to Survey Period 2.

Intersession survey week should be established by using the middle day/middle week of the period. Determine attendance and membership for eligibility in the normal manner. **The records submitted for state processing must contain a Year-Round/Extended School Year FTE Indicator code of “A” to indicate that the FTE being reported is for “beyond 180-day” instruction.**

Alternate Survey Period

Rule 6A-1.0451(2), FAC:

“The Commissioner shall have the authority to establish for any school district or school an alternate date for a full-time equivalent membership survey or transported student membership survey within nine (9) weeks of the regular statewide survey if evidence is submitted by the school district which indicates an abnormal fluctuation in student membership has occurred at the time of the statewide survey. The alternate date shall be established by the Commissioner prior to conducting the survey. In determining what constitutes an abnormal fluctuation, the Commissioner shall examine the historical trends in student membership and limit consideration to changes in which there is a variation in excess of twenty-five (25) percent in any school, or five (5) percent in the district between the membership count at the time of the statewide membership count and the alternate membership count due to factors such as major student boycotts; civil disturbances; in-migration or out-migration in agricultural, industrial, and federal installations or contractors; or providential causes beyond the control of the district school board.”

Section 1003.52(12)(c), F.S., states that district school boards are required to request an alternative FTE survey for Department of Juvenile Justice programs experiencing fluctuations in student enrollment.

If the Commissioner of Education approves an alternate survey period, the alternate survey data shall be used in place of the regular survey FTE and associated data, provided the FTE meets the percentage requirements specified in the rule.

When the district writes the Department of Education to request the alternate survey, the letter of response from the Department of Education will include specific directions for confirmation of alternate survey results. If an alternate survey is approved, the district must still complete the originally scheduled survey and report the data for both the scheduled survey and the alternate survey.

Short Courses

A short course is any course that begins or ends outside of survey week. A short course may also span reporting periods. For short courses, all reporting algorithms, rounding conventions, and program membership and attendance requirements are the same as for the regular 180-day school year.

Within the PK-12 program, classes may be reported as short courses during the regular 180-day school year. At the time of the regularly scheduled survey week for the 90-day semester, the student's schedule, **including short courses**, shall be used for calculating FTE. No special or alternate survey is required for short course reporting. The *FTE Earned, Course* must be calculated using scheduled *Days in Term*. The 0.5000 *FTE Earned, Course* limit for the 90 days will be in effect. See Appendix B for sample short course reporting. For short courses not in session during survey week, the middle week/midpoint of the class is used for determining those students who meet the membership and attendance requirements. **Under no circumstances is the traditional 90-day “snapshot” approach allowable for short course reporting.**

Summer program classes and intersession periods for Grades PK-12 that operate over periods of time other than during survey week are counted by using the middle week/midpoint of the period for determining attendance and membership for FTE eligibility. Again, the *FTE Earned, Course* must be calculated by using scheduled *Days in Term*.

Courses Eligible for Funding During Regular 180-Day School Year

During Survey Periods 2 and 3, PK-12 students are eligible to earn FTE if the class meets or is scheduled to meet during the survey week and the student meets both program membership and attendance requirements. In addition, it is recommended that Student Course Schedule records be transmitted for students in PK-12 programs/classes that operate outside of survey week during the time frame covered by the Survey Period. For PK-12 short courses, eligibility is determined either during the regularly scheduled survey week for all courses scheduled for the 90-day period, or

by using the middle week/midpoint of the period method for courses scheduled outside of survey week.

Courses Reported Beyond Regular 180-Day School Year (Summer School and Year-Round School Intersessions)

PK-12 courses offered beyond the regular 180-day school year including intersessions, with the exception of Department of Juvenile Justice programs, Juveniles Incompetent to Proceed (JITP) programs, and the Florida Virtual School, are funded through the Supplemental Academic Instruction allocation. The FTE for intersession and summer school courses is reported even though the FTE does not earn FEFP funds.

The following summer school criteria/guidelines must be followed:

1. Report the FTE for courses offered beyond the 180-day school year as described in the section "Reporting *FTE Earned, Course* for Summer Sessions."
2. A student in cooperative education or other programs incorporating on-the-job training, including apprenticeship, shall not be counted for more than 25 hours per week **in all programs**.
3. Do not report the FTE for enrichment or recreation courses.
4. If district policies and procedures permit, a student attending summer school to repeat a course for forgiveness need only attend for the time it takes to master the student performance standards that were not mastered the previous time the course was taken. FTE is reported for the actual time the student was in attendance.

Specific Guidelines for Reporting

Determining FTE Earned by Student and Course for Classes Operating During Survey Week

For all classes operating during the survey week, the following procedures must be used to determine which student course schedules are reported.

Step 1: Setting “Date Certain”

“Date certain” for each survey will be the Friday of survey week. This applies to all schools in all school districts. The “date certain” during the FTE survey week is the specific time for setting the student's schedule as mentioned in the step below.

Step 2: Student Course Schedule Record

A local student course record containing all of the elements that will be used in reporting *FTE Earned*, *Course* and for meeting other state information requirements must be developed for each course in which the student is in membership. The following must be included in the record:

- A. Record Identifiers
 - 1. District Number, Current Enrollment
 - 2. School Number, Current Enrollment
 - 3. Student Number Identifier, Florida
 - 4. Survey Period Code
 - 5. Fiscal Year
- B. Course Identifier Information
 - 1. District Number, Current Instruction
 - 2. School Number, Current Instruction
 - 3. Term
 - 4. Course Number
 - 5. Section Number
 - 6. Period Number

7. Days Per Week
 8. Class Minutes, Weekly
 9. FEFP Membership Minutes, Weekly (set to 0000 [all zeros])
 10. FEFP Program Number
 11. FTE Earned, Course (set to 0000 [all zeros])
 12. FTE Eligibility Flag
- C. Other Data
1. Grade Level
 2. English Language Learners: Instructional Model
 3. Year-Round/Extended School Year FTE Indicator
 4. Dual Enrollment Indicator
 5. Vocational/Adult General Education Program Code

Step 3: Membership/Enrollment

Each PK-12 student must meet the membership requirement as discussed in this paragraph to **be eligible to be reported**, and must also meet the attendance requirement discussed in Step 4 to **be eligible for funding**. On the Friday of survey week, the district must capture the student course schedule for **each student** who is on the membership roll 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. The student is in membership when he is **officially assigned** to a course or program by a school or district. **Any student who is not in membership during survey week does not meet program membership requirements and should not be considered for reporting. For example, if the student's last day of membership is Friday prior to survey week, the student does not meet the membership requirement and is not eligible to be reported.**

For those PK-12 students who are not eligible to earn funding through the FEFP but are still on the district's membership roll (e.g., summer school students exclusive of DJJ and JITP students, and other students not eligible to earn FTE through the FEFP), the district must submit all records with all elements completed with valid information, with one exception. For students who are not funded through the FEFP, the district should report 999 as the *FEFP Program Number* and 0000 (all zeros) for *FTE Earned, Course*. These records should be sent along with the records that will be addressed in Steps 4-10.

Step 4: Attendance

For all students for whom course records are generated because the membership requirement has been met, the district must determine whether or not the student meets attendance requirements. Using the Automated Student Attendance Record Keeping System, the district must verify that the student has been in attendance during the 11-day window. That is, the student must have been in attendance **at least one of the days** of the survey week **or one of the six scheduled days** preceding the survey week when school was in session. It should be noted that when the procedures outlined in the DOE Information Database *Attendance Procedures* are applied, the appropriate withdrawal code is shown on the day following the last day of membership. FTE eligibility as related to attendance for students in grades PK-12 is not determined on a course-by-course basis; instead, it is determined on a daily basis. The documentation that verifies that the student met the attendance requirements for FTE eligibility must be maintained for a period of three years or until all applicable audits have been completed, whichever is longer. For all students who meet the attendance requirements, Steps 5-9 must be followed. For those students who DO NOT meet the attendance requirements, set the FTE Eligibility Flag to "N" and convert the record to the State Student Course Schedule format. The *FTE Earned, Course* field should be set to 0000 and the FEFP Program Number should be 999. Go to Step 9 for details regarding continued processing of those records.

Step 5: Verification

For all students who meet the attendance requirements specified in Step 4, the district must verify that the Course Number referenced in the local student course record is a valid and fundable course number listed in the official Course Code Directory for the reporting year or is in the Statewide Course Numbering System, and that the proper FEFP Program Number has been assigned to the course for that student. Non-fundable courses in the Course Code Directory are all study hall courses and transfer courses. Additionally, program membership through the various selection and placement procedures must be verified for students who are in special program categories. Audit records must be maintained for program membership as defined in the Local Record Keeping Procedures section (see page 27). Other elements should be completed and verified as they relate to that course for that student.

Step 6: Reporting Priority

Sort each course record for each student so that the records with the special FEFP program numbers are listed first, followed by the basic

course records. Specifically, course records for each student will be sorted into the following order.

| FEFP PROGRAM NAME | FEFP PROGRAM NUMBER | FUNDING RANK ORDER |
|--|---------------------------|--------------------|
| ESE Support Levels, including ESE students funded as basic students and receiving funding from the ESE Guaranteed Allocation | 111, 112, 113, 254, & 255 | 1 |
| Career Education Grades 9-12 | 300 | 2 |
| English for Speakers of Other Languages | 130 | 2 |
| Basic | 101, 102, & 103 | 3 |

Notes:

- Generally, students reported for funding in Programs 111, 112, 113, 254, or 255 should have their entire schedule reported under these program numbers, even if they are participating in ESOL or Career Education courses. There may be exceptions, including some hospital homebound and dual enrollment students.
- All school site instruction for both basic and special program courses must be calculated for *FTE Earned, Course* before off-site instruction is considered for reporting. (See the discussion of *FTE Earned, Course* for students enrolled in on-the-job and cooperative training later in this document.)

Within the rank order groups shown above, districts may report the special program category courses in any order they choose. For example, if a student has course records with FEFP Program Numbers in two special program categories and one basic program, the district may choose which of the special program categories is selected first for determination of *FTE Earned, Course* (the *FTE Earned, Course* for both special program categories must be calculated before the basic program is calculated). It is possible for all FEFP Membership Hours to be exhausted before considering a basic course for reporting of *FTE Earned, Course*. See Step 7 for a further discussion of *FTE Earned, Course* if all course records (each State Student Course Schedule format for a student) are basic program category courses.

Use FEFP Program 999 for students who are not eligible for FEFP funding. Examples of students and courses that may not meet FEFP eligibility requirements are Voluntary Prekindergarten (VPK) students, students not meeting the attendance requirements, dual enrollment laboratory courses funded through the corresponding lecture courses, courses taken in another school district by students enrolled in a K-8

Virtual School (districts 78 and 79), study hall courses and private school students served with Individuals with Disabilities Education Act (IDEA) funds.

Step 7: Reporting *FTE Earned, Course*

The number of hours for which a PK-12 student may earn FTE is based on and limited to a maximum of 900 hours per 180-day school year with the exception of DJJ students, JITP students, and students reported by the Florida Virtual School. (See the section on FTE Calculation and Reporting for Students in Department of Juvenile Justice Educational programs and the portion of Appendix E related to FTE reporting for the Florida Virtual School later in this document.)

To carry out the necessary calculations prior to creating the State Student Course Schedule format, certain conversions must be made to instructional time for specific students identified below to base instructional time on 900 class hours annually for all students. Be sure to see the formula below for conversion methodology.

- A. Students in Grade Level PK-3 who have *Class Minutes, Weekly* that, aggregated across all courses on an annual basis, are greater than or equal to 720 hours but less than or equal to 900 hours;
- B. Students in Grade Level PK-3 who are in a double session school and have an aggregated annual value of *Class Minutes, Weekly* equal to or greater than 630 hours but less than or equal to 900 hours; and
- C. Students in Grade Level 4-12 who are in a double session school and have an aggregated annual value of *Class Minutes, Weekly* across all courses that is equal to or greater than 810 class hours but less than 900 hours.

To clarify, 720 hours for a PK-3 and PK handicapped student in traditional school equals 1.000 FTE, 630 hours for these students in a double session school equals 1.000 FTE, and 810 hours for students in grades 4-12 in a double session school equals 1.000 FTE.

All remaining classifications of students (those with a Grade Level of 4-12 in a regular session school) are funded based on the hours they earn converted to *Class Minutes, Weekly*.

For those students who fall in categories A-C above, the value of *Class Minutes, Weekly* should be converted to a value based on 900 hours. For part-time students, the conversion should be based on the same number of hours as full-time students in that school. Using the sorted course

records from Step 6, convert the actual value of *Class Minutes, Weekly* (only for the purposes of reporting *FTE Earned, Course*) for each course to its equivalent value on a basis of 900 hours annually (1500 minutes weekly). The conversion is done by solving for “x” in the following equation:

$$\frac{\text{Class Minutes Weekly}}{\text{Length of School Week (minutes)}} = \frac{X}{1500}$$

X = converted value in class minutes weekly

Each calculation is carried out to five places to the right of the decimal point and rounded to four.

The net effect of this conversion equation is to put all course records on the basis of 900 class hours for the purpose of reporting *FTE Earned, Course*. Using the equation above, a class that meets 225 class minutes during a school week of 1350 minutes would convert to a value of 250 class minutes, based upon a school week of 1500 class minutes (900 hours annually). See the example below:

$$\frac{225}{1350} = \frac{250}{1500}$$

Determining *FTE Earned, Course*

After equalizing the value of *Class Minutes, Weekly* for the students in the previous section and for those students whose value of *Class Minutes, Weekly* aggregated on an annual basis exceeds 900 hours for all courses, the following is required for all courses during Survey Periods 2 and 3:

- A. Using the sorted course records from Step 6, determine the number of FEFP membership minutes the student is in membership for the first course chosen of the special programs. Using that value of *FEFP Membership Minutes, Weekly*, search the table in Appendix A for the same value and identify the value of *FTE Earned, Course*. This value will be reported as the *FTE Earned, Course* for that course.
- B. If there are additional course records for a student that represent special FEFP programs, and the aggregate value of *FTE Earned, Course* for that student is less than 0.5000, the process referenced in Step A above is repeated. The resulting value is then added to

the aggregated value of *FTE Earned, Course* and compared to 0.5000. This process will be repeated until the aggregate value of *FTE Earned, Course* across all courses is equal to 0.5000 or until there are no courses remaining to be considered for the student.

When reporting *FTE Earned, Course* for a student with all basic program courses, or when residual *FTE Earned, Course* is available after reporting special program courses, the assignment of *FTE Earned, Course* to those basic program courses shall be done on a successive period basis beginning with the first basic program course in the student's schedule and continuing until the aggregate value of *FTE Earned, Course* is 0.5000.

- C. When reporting the value of *FTE Earned, Course* for the various courses in which a student is enrolled, it is possible for the student to have courses remaining after the aggregated value of *FTE Earned, Course* has reached the maximum of 0.5000. In those cases, the district should report all of the remaining courses with a value of *FTE Earned, Course* set to zero (0000) but have all other information completed appropriately. In these cases, the value of *Class Minutes, Weekly* should be correctly reported even though these minutes exceed the fundable minutes.

Reporting Block Scheduled Classes for FTE

Districts in which schools are scheduling classes that rotate lengths or offerings from one week to the next must report these classes in the manner described below. Block scheduling of this type is reported as an average of the time students are scheduled in classes.

In order to properly report the block schedule:

- A. Determine the student's eligibility for reporting as it is normally determined.
- B. Add together the time the student is in each of the classes for the span of time being reported. This will include the survey week and the other weeks of the valid scheduling option.
- C. Use an average of the *Class Minutes, Weekly* to determine the value of *FTE Earned, Course*.

Example: A student is block scheduled for 10 hours of a math course and 10 hours of a science course for alternating weeks. During survey week, the student's schedule reflects 10 hours of the math course and 0 (zero) hours of the science course. For the week following survey week, the student's schedule reflects 0 (zero) hours

of the math course and 10 hours of the science course. For survey week, the student's time for calculating FTE should be based on an average of 5 hours for the math course and 5 hours for the science course.

Exploratory wheel classes should be reported to reflect the student's schedule on date certain.

Reporting *FTE Earned, Course* for Summer Sessions

Within the PK-12 program, summer program classes that operate during periods of time other than survey week must be reported by determining the middle week or middle day (if less than a week) of the period for establishing membership.

FTE must be reported in the fiscal year when the instruction occurs. The FTE for instruction that occurs in June must be reported in the June survey (Survey Period 4) and the FTE for instruction that occurs in July must be reported in the July survey (Survey Period 1).

To calculate summer school FTE, divide scheduled hours for the summer session by 720 for grades PK-3 or 900 hours for grades 4-12.

For other information regarding summer school reporting, please refer to the previous discussion in this document, "Courses Reported Beyond Regular 180-Day School Year" (page 5).

Step 8: Local Edit Process

Using the records and all of the reported values of *FTE Earned, Course*, the district must apply certain edits prior to conversion of the district records to the State Student Course Schedule format. Among the specific edits to be performed as they relate to FTE elements are:

A. Total FTE Limit

During Survey Periods 1, 2, 3, or 4, students in Grade Level PK-12 may not exceed 0.5000 aggregated FTE Earned, Course (based on maximum of 900 class hours for the regular 180-day school year). Students in the District Virtual Instruction Program (school number 7001) or a franchise of the Florida Virtual School (school number 7004) may be reported for up to 1.000 FTE at those schools in Survey Period 4 if they successfully completed the virtual instruction program or courses, and if they were not reported for fundable FTE in Survey 2 or 3 in a traditional school. In the case of virtual school students who also

earned FTE in a traditional school, no more than a total of 1.000 FTE may be earned for the 180-day school year.

B. OJT and DCT

Students who are enrolled in Course Numbers that are on-the-job training and 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. That is, all school site instruction for both basic and special program courses must be calculated for *FTE Earned*, Course before off-site instruction is considered for funding.** Total membership hours for school site and non-school site on-the-job training and cooperative training programs shall not exceed 25 hours per week of funded membership. Total membership hours in such cases may not exceed normal student membership hours for students in that school.

C. Pullout Classes

Pullout classes must be properly identified and reported with the appropriate period number. Also, the *Class Minutes, Weekly* must be adjusted for both the class from which the student was pulled and the class being reported as a pullout class.

D. Prekindergarten FTE

Prekindergarten students are not eligible for funding under the FEFP with the exception of (1) children of students in the Teenage Parent program reported using course number 5100560 (Prekindergarten, Other) in FEFP Program Number 101, (2) students ages three and older with Grade Level PK who are reported in FEFP Program Numbers 111, 254, or 255 (excluding students who are gifted), and (3) students under age three reported in FEFP Program Numbers 111, 254, or 255 with disabilities (Exceptionality, Primary) of deaf or hard of hearing, visually impaired, orthopedically impaired, intellectual disability, dual-sensory impaired, autism spectrum disorder, developmentally delayed, or established conditions.

Voluntary Prekindergarten students (VPK) taught by the school district should be reported using course numbers 5100580 (regular school year) and 5100590 (summer). VPK students should be reported with FEFP Number 999 since they are not funded through the FEFP. Also, some PK students may be reported with ESE programs that are funded through the FEFP (such as a student who is in Program Number 111 for 90 minutes a week) and VPK (FEFP number 999) for 900 minutes a week.

E. Survey Period Code

Except as indicated in Appendix E, the Survey Period Code must be valid for the period covered by the data. For example, if the data are being reported for the first 90 days of the 180-day school year, the Survey Period Code must be 2.

F. Calculation Priority

FTE Earned, Course for courses with special program *FEFP Program Numbers including 111, 112, and 113* must be calculated prior to courses with basic program numbers, except as provided in Item B of this section.

G. Verification of Requirements

Verify that the requirements of Section 1001.42, F.S., have been met as they relate to the reporting of students under the Florida Education Finance Program.

Step 9: Conversion to Student Course Schedule Format

Convert all district course records to the State Student Course Schedule format for running Department of Education supplied edits.

Step 10: Audit File

Create an audit file that must be retained until all audits are made by **both the Department of Education and the Legislative Auditor**.

Step 11: FTE Amendments

Rule 6A-1.0451(4), FAC, allows districts to make amendments to their FTE Student Membership surveys in accordance with the following schedule: Survey Period 1 (July) may not be amended after September 30, following the survey; Survey Period 2 (October) may not be amended after March 31, following the survey; Survey Period 3 (February) may not be amended after July 31, following the survey; Survey Period 4 (June) may not be amended after August 31, or until a membership survey audit has been completed, whichever takes place first. Districts are encouraged to pay special attention to the error reports provided and make amendments accordingly. **When Student Course Schedule records are submitted for reporting FTE, matching Student Demographic Information, Teacher Course records, Prior School Status/Student Attendance, and Exceptional Student Education records for students with active Individual Education Plans must also be submitted in order to avoid nulling of FTE.**

Additional Instructions/Information

Advanced Placement

Advanced placement courses may be taken by a student at a school district, community college, or university. Reporting and calculation procedures differ, depending upon where the course is offered.

A. Courses Taught by a District

1. A Student Course Schedule must be developed for the specific course and student.
2. The course number must refer to an advanced placement course in the Course Code Directory.
3. The value of *FTE Earned, Course* must be calculated as for any other course.
4. A Teacher Course Record must be created for the course.
5. To earn 0.16 additional FTE, the student must have been enrolled in the Advanced Placement (AP) course and scored 3 or higher on the subject examination. These values are to be reported on the **Student End-of-Year Status** format in August (Survey 5) in the year of enrollment. These values may only be reported as multiples of 0.16. **Records submitted with values that are not multiples of 0.16 will be rejected.**

B. Courses Taught by a Public or Private Community College or University

1. A Student Course format must be developed for the specific course and student.
2. The course number must be from the Statewide Course Numbering System or the number of the course from the eligible nonpublic community college or university and be approved for advanced placement.

3. The school number must be either a community college (C901-C928), university (U970-U980), or nonpublic postsecondary school (P001-P999) number.
4. The FEFP Program Number must be 103.
5. If Advanced Placement Supplemental FTE based on college board advanced placement scores reported in Survey Period 5 is to be claimed for the student, the value of *FTE Earned, Course* must be 0000 for the survey period in which the course is reported (1, 2, 3, or 4).
6. A Teacher Course record format must be created for the course.
7. The student who has been enrolled in Advanced Placement course(s) and scores 3 or higher on the subject examination is eligible to earn 0.16 for each subject area. This value is reported on the **Student End-of-Year Status** format, which is reported in August (Survey 5) of the year of enrollment. If the student does not score 3 or higher on the subject examination, no FTE may be claimed by the district on the Student End-of-Year Status format for that course for that student.

International Baccalaureate

Districts may earn additional FTE for students who are in International Baccalaureate courses in two special cases. These are:

1. When a student scores 4 or higher on a subject exam;
and
2. When a student receives an International Baccalaureate diploma.

To report a student for funding for this category, the district must submit a Student End-of-Year Status format in Survey 5 for the student. The format item for each of the categories must be completed accordingly.

The student who has been enrolled in International Baccalaureate course(s) and who scores 4 or higher on the subject examination is eligible to earn an additional 0.16 FTE for each subject area. Multiple values of 0.16 may be recorded for the student, as appropriate, for the element *FTE Earned, International Baccalaureate Score* on the **Student End-of-Year Status** format. **Records submitted with values that are not multiples of 0.16 will be rejected.**

For students who receive an International Baccalaureate diploma, the value of 0.30 FTE must be recorded for the element *FTE Earned, International Baccalaureate Diploma* on the **Student End-of-Year Status** format. **Only the value of 0.30 FTE may be recorded for this element; otherwise, the record will be rejected.**

Advanced International Certificate of Education

Districts may earn additional FTE for students who are in Advanced International Certificate of Education courses under special circumstances. These circumstances are:

1. When a student scores E or higher on a full-credit subject exam or E or higher on a half-credit subject exam; and
2. When a student receives an Advanced International Certificate of Education diploma.

To report a student for funding for this category, the district must submit a Student End-of-Year Status format in Survey 5 for the student. The format item for each of the categories must be completed accordingly.

The student who has been enrolled in Advanced International Certificate of Education course(s) and who scores E or higher on the subject examination is eligible to earn an additional 0.16 FTE for each full-credit subject area. A value of 0.08 full-time equivalent student membership shall be calculated for each student enrolled in a half-credit Advanced International Certificate of Education course who receives a score of E or higher on a subject examination. Multiple values of 0.08 and 0.16 may be recorded for the students, as appropriate, for the element *FTE Earned, Advanced International Certificate of Education Score* on the **Student End-of-Year Status** format. **Records submitted with values that are not multiples of 0.08 and 0.16 will be rejected.**

For students who receive an Advanced International Certificate of Education diploma, the value of 0.30 FTE must be recorded for the element *FTE Earned, Advanced International Certificate of Education Diploma* on the **Student End-of-Year Status** format. **Only the value of 0.30 FTE may be recorded for this element; otherwise, the record will be rejected.**

Industry-Certified Career Education

A value of 0.3 full-time equivalent student membership shall be calculated for each student who successfully completes an industry-certified career and professional academy program under Section 1003.492, F.S., who is

issued the highest level of certification, and who earns a high school diploma.

To report a student for funding for this category, the district must submit a Student End-of-Year Status format in August (Survey 5) for the student with a diploma code indicating that the student earned a standard diploma. The career and professional academy in which the student participated must be reported on the Federal/State Indicator Status or Vocational Student Course Schedule record in the current or a previous year. The student must also be reported on the Vocational Student Course Schedule record in the current or a previous year as having passed an industry certification or technical skill assessment related to the academy program.

Dual Enrollment

Dual Enrollment membership 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.

As a reminder, Section 1007.271(2), F.S., states in part that vocational-preparatory instruction, college preparatory instruction, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program.

A home education student may not be claimed for dual enrollment funding through the FEFP as per Section 1007.271(10), F.S.

Academic Dual Enrollment

For dual enrollment students at either a public or private community college or university for which a district interinstitutional articulation agreement exists per s. 1007.235, F.S., the procedures below must be followed. **Please note, dual enrollment/early entrance agreements can only be with Florida institutions.**

A student shall not be claimed for funding under this procedure when the student is enrolled in an out-of-state college or university or in a home education program. Students who are dually enrolled at a **public or private community college or university** and who meet all eligibility requirements should be reported as follows:

1. A student course format must be developed for the specific course and student;

2. The course number must be from the Statewide Course Numbering System or the number of the course from the eligible nonpublic community college or university;
3. The FEFP Program Number must be 103;
4. The value of *FTE Earned, Course* must be calculated as the amount necessary to earn the FTE and the funding for an equivalent course if it were taught in the school district;
5. The school of instruction number must be C901-C928, U970-U980, or P001-P999 (i.e., a post-secondary institution);
6. Dual Enrollment Indicator must be “A” or “E”; and
7. A teacher course record format must be created for the course.

The FTE earned for academic dual enrollment is credited for funding to the school of enrollment.

Vocational Dual Enrollment

Vocational instruction for postsecondary students is not funded through the Florida Education Finance Program. Districts providing this instruction report all related information through the Workforce Development Information System (WDIS); however, vocational dual enrollment for students in grades 9 through 12 is funded through the FEFP and such FTE is reported in Basic FEFP Program Number 103.

The district of enrollment must report “FTE Earned, Course” for eligible vocational dual enrollment students in accordance with the instructional setting, as outlined below:

A. Postsecondary Vocational Instruction Provided at a Vocational Technical Center Located in another School District

The district of enrollment must create a student course record format with its district number and school number indicated for enrollment and instruction. **Documentation must be maintained to show that the student is a dual enrollment student.** The district of enrollment is the district sending the student for dual enrollment instruction.

The **District of Enrollment** must report the value of *FTE Earned, Course* in the Basic FEFP Program Number 103. The value of *FTE Earned, Course* must be calculated as the amount necessary to earn the FTE and the funding for an equivalent course if it were

taught in the school district. The Aggregate *FTE Earned, Course* for the student is subject to the 0.5000 limit for the reporting period.

The value of *Class Minutes, Weekly* will be the value for that course **as taught in the district of instruction**. The Dual Enrollment Indicator must be C. A matching teacher course record must be created for the student course record(s).

Note: The postsecondary vocational dual enrollment instruction is reported in WDIS.

B. Postsecondary Vocational Instruction Provided at a Community College

Students who are dually enrolled in a **community college** for vocational instruction and who meet all eligibility requirements should be reported by the district of enrollment as described in Item A above. The *School Number, Current Instruction/Service* element should be the community college number (C901-C928). The Dual Enrollment Indicator must be "B," "C," or "E," as appropriate.

C. Postsecondary Vocational Instruction Provided by Community College Personnel on the Campus of a Secondary School

When the postsecondary vocational instruction is provided by community college personnel on the campus of a secondary school, the secondary school reports the dual enrollment courses using FEFP Program Number 103. In this case, the *School Number, Current Instruction/Service* is that of the secondary school. The value of *FTE Earned, Course* must be calculated as the amount necessary to earn FTE and the funding for an equivalent course if it were taught in the school district. The aggregate *FTE Earned, Course* for the student is subject to the 0.5000 limit for the reporting period. The Dual Enrollment Indicator must be "B" or "C," as appropriate. In addition to the student course records, matching teacher course records must be submitted.

D. Postsecondary Vocational Instruction Provided at a Vocational Technical Center Located in the Same School District

In this case, students are enrolled in and receive instruction at a secondary school and also receive postsecondary vocational instruction at a vocational technical center operated by the same school district. The secondary school must report the dual enrollment (postsecondary vocational) courses with the Basic FEFP Program 103. The value of *FTE Earned, Course* must be calculated as the amount necessary to earn FTE and the funding for an equivalent course if it were taught in the school district. *School Number, Current*

Instruction/Service is that of the secondary school. The Dual Enrollment Indicator must be “C.” The matching teacher course record(s) must be submitted.

E. Postsecondary Vocational Instruction Provided On-Site at the Student’s High School

In this case, students are enrolled in and receive instruction from a secondary school and also receive postsecondary vocational instruction at the student’s high school campus operated by the school district. The secondary school must report the dual enrollment (postsecondary vocational) courses with the Basic FEFP Program 103. The value of *FTE Earned, Course* must be calculated as the amount necessary to earn the FTE and the funding for an equivalent course if it were taught in the school district. *School Number, Current Instruction/Service* is that of the secondary school. The Dual Enrollment Indicator must be “C.” The matching teacher course record(s) must be submitted.

Dropout Prevention Programs

The FTE formerly reported in FEFP Program 120 (Dropout Prevention and Teenage Parent Programs, including Educational Alternatives Grades 4-8), and FEFP Program 121 (Educational Alternatives Grades 9-12), are reported in the appropriate basic FEFP programs 101, 102, and 103. **Students in Dropout Prevention programs must be reported under the appropriate code on the *Dropout Prevention/Juvenile Justice Programs* data element.**

Preschool children of students enrolled in the Teenage Parent Program, which is authorized in Section 1003.54, F.S., are reported in FEFP Program Number 101 using the Course Number 5100560 and the Grade Level of PK. If the preschool child is also identified as disabled, either FEFP Program Number 111 (K-3 Basic, with ESE Services), 254 (Support Level 4), or 255 (Support Level 5) is used for the exceptional courses.

English for Speakers of Other Languages (ESOL), FEFP Program Number 130

In these programs, student FTE reported for FEFP funding shall comply with Section 1003.56, F.S., and the instruction shall be provided through courses listed in the current Course Code Directory as English for Speakers of Other Languages, English through ESOL, and basic subject areas of math, science, social studies, and computer literacy. All students who are reported as English Language Learners (ELL) and under the

ESOL FEFP Program Number must be receiving instruction by appropriately qualified staff that use ESOL and/or heritage language strategies.

If the FEFP Program Number is 130, then the *ELL, PK-12* code must be “LY” or “LP.” Records not meeting this criterion will be nulled during the state processing period.

FTE Calculation and Reporting for Students in Department of Juvenile Justice and Juveniles Incompetent to Proceed Educational Programs

Section 1003.01 (11)(a), F.S., describes the school year for Department of Juvenile Justice (DJJ) Programs as follows: “Programs or schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs, for a school year 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 nonresidential programs, subject to the approval of the Department of Juvenile Justice and the Department of Education.” DJJ programs are not considered “extended school year” programs.

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 these days used for teacher planning in residential programs and no more than 20 days used for teacher planning in nonresidential programs; and
4. Students participating in GED preparation programs shall be funded using the basic program cost factor.

DJJ FTE will be calculated just as all other FTE is calculated **based on scheduled instructional days per the District School Board approved calendar**. 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 according to the following schedule unless conditions in the district require a different calendar:

| | |
|-----------------|------------------------------------|
| July (Survey 1) | Report up to 35 instructional days |
| Oct. (Survey 2) | Report next 90 instructional days |
| Feb. (Survey 3) | Report next 90 instructional days |
| June (Survey 4) | Report up to 35 instructional days |

A school district must report no more than 90 days in Survey 2 and 90 days in Survey 3. The district may offer instruction for more than 90 days during each of these survey periods, but funding will not be provided for instruction in excess of 90 days.

The district may report up to an additional 70 days for funding in Survey 1 and Survey 4 combined. The actual number of days reported in these surveys depends on the approved calendar but in no case shall exceed 70 days. For example, for a facility with a 240-day instructional year (a residential facility with 10 teacher planning days), the number of days reported in Survey 1 and Survey 4 combined will be 60 days. For a facility with a 230-day instructional year (a nonresidential facility with 20 teacher planning days), the number of days reported in Survey 1 and Survey 4 combined will be 50 days.

A school district may not report more than 250 days of instruction for DJJ students.

Definition of Department of Children and Families/Department of Juvenile Justice Clients

As required by Section 1011.62(1)(d)3.a., F.S., a district's enrollment ceiling for group 2 shall be the sum of the weighted enrollment ceilings for each program in the group, plus the increase in weighted full-time equivalent student membership from the prior year for clients of the Department of Children and Families (DCF) and the Department of Juvenile Justice (DJJ). To calculate the increase in weighted full-time equivalent student membership from the prior year for DCF and DJJ clients, the students reported under the code of "A" or "C," as described below, for the data element *Student Characteristic, Agency Programs*, are included.

CODE - DEFINITION

A The student is a client of Department of Children and Families, is placed in a residential facility operated by the agency, and receives

educational services from the local school district or through a contract with the local school district.

This definition was designed to include students with disabilities who were placed in residential facilities by DCF [(e.g. a Developmental Services, Intermediate Care Facility (ICF-R)]. It does not include students who are in foster care placements.

- C The student is enrolled in a Department of Juvenile Justice facility/program and receives educational services from the local school district.

This definition was designed to include the Department of Juvenile Justice or a private, public, or other governmental organization under contract with the Department of Juvenile Justice that provides treatment, care, and custody or educational programs for youth in juvenile justice intervention, detention, or commitment programs. This definition encompasses programs such as Pace and AMI. Please note that in many DJJ facilities there may be more than one educational program that generates weighted FTE (e.g., ESE, Basic, ESOL, or Career).

Reporting Nonpublic School or Home Education Students for FTE Funding

Nonpublic school or home education students who receive instruction in the public school district must be reported in the following manner on the DOE Information Database to assure accuracy for the various reports.

The district must create all appropriate formats and the school number code for *School Number, Current Enrollment* must be N999 for the nonpublic school student and N998 for the home education student. The district of enrollment and the district of instruction will be reported as the number of the district providing the service.

School districts should not report dual enrollment courses for home education students even if the courses are located on a district high school campus.

Reporting “Additional School Year” Students

Students who complete the minimum number of credits and other requirements but are unable to meet the state graduation test score requirement, required grade point average, or other district school board requirements for graduation may be awarded a certificate of completion or may elect to remain in the secondary school as either a full-time student or

a part-time student for up to one additional year and receive special instruction designed to remedy their identified deficiencies. This special instruction may be reported for FTE funding. In addition, exceptional education students may be eligible for additional years of school under the Free and Appropriate Public Education (FAPE) provisions of the Individuals with Disabilities Education Act (IDEA).

Reporting Hospital/Homebound Students

Hospital/homebound students whose schedules specify the number of minutes per week that hospital/homebound services will be 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 visits the child during survey week or one of the six days preceding survey week, the student's scheduled time should be reported. It is incumbent on the district to keep proper documentation to verify that the schedule for the delivery of services to the hospital/homebound student is regularly followed.

In some cases, a student may be served in both a hospital or home setting for some of the time and at a school-based setting at other times. Students who are alternately assigned to the hospital/homebound program and to the school-based program are reported for FTE based on their enrollment during the survey week, which may be in either program or in both programs. In these cases, the student will be reported as hospital/homebound during survey week for the amount of time served on a one-to-one basis at home or hospital and in the appropriate program for any time the student is in attendance at the school site during that week.

Non-Resident ESE Students in Residential Facilities

Non-Florida-resident exceptional student education (ESE) students are no longer reported for FTE funding through the FEFP. The cost of instruction, facilities, and services for non-Florida-resident ESE students is provided by the placing authority in the student's home state of residence (i.e., public school entity or parent). The Florida residential facility where the student is placed is responsible for billing and collecting payments from the placing authority.

Local Record Keeping Procedures

Requirements

Each district must establish the following local record-keeping procedures pursuant to Rules 6A-1.04513 and 6A-1.0453, FAC.

- A. As of the “date certain” for the FTE membership surveys (Survey Periods 1-4), the December data submission (Survey Period 9), and End-of-Year reporting (Survey Period 5), the district shall create a master file containing all automated student records that will be used in submitting the automated student record formats required for the survey period by the Department of Education. The master file may be stored in either local or state format.
- B. The district must use the following guidelines for maintaining the master file and for applying subsequent changes to student records after the State Records Processing Cycle:
 - 1. All changes made to student records during the State Records Processing Cycle shall be applied to the district's ongoing system as appropriate. No separate record of transactions during the State Records Processing Cycle is required unless district policy requires the maintenance of the transaction file.
 - 2. The master file can be maintained in a static state once created on the “date certain” or changes recorded in the transaction file can be overlaid on the master file.
 - 3. Amendments submitted to the Department after the close of the State Records Processing Cycle must be maintained in a separate transaction file **by date of submission**.
 - 4. The district master file should be capable of replicating the district records as they existed in the state database at the close of the State Records Processing Cycle. Applications of the amendments submitted against the district master file plus unchanged records on the district master file must replicate the records used in funding and other reporting after the close of the survey period.

- C. After the close of Survey Periods 1-4 State Records Processing Cycle and after all subsequent amendments to these survey periods, the district superintendent must submit a letter to the Department of Education stating the total unweighted FTE reported by the district and certifying that the district files and state record formats submitted by the district are accurate and complete.
- D. The school district will not be required to produce and maintain ESE 134, FTE-1 Survey forms, or other hard-copy output of the above records at the school or district level, provided that district's automated files are readily accessible for state auditing or monitoring activities for **three years, or until applicable audits have been completed, whichever is longer.**
- E. Appropriate internal procedures must be instituted by the district to ensure that accurate and complete automated records have been submitted by the district for the survey period and that the district automated system and other supporting documentation are sufficient to verify that statutory requirements for state reporting and local record keeping have been met.
- F. Verification of records must be easily accomplished. For example, bell schedules, Individual Education Plans, Matrix of Services forms, student schedules, and similar documentation must be maintained for audit purposes. Attendance documents must also be maintained in accordance with the requirements of the Automated Student Attendance Record Keeping System.
- G. Schedules, as well as entry and withdrawal records, must be maintained for students for whom funding under the Hospital/Homebound exceptional student education program is requested.
- H. For OJT and Co-op Programs, student class schedules or time cards, appropriately dated, must be kept.

Using the Automated Student Attendance Record-Keeping System, the district must verify that the student has been in attendance at least one of the days of the survey week or one of the six scheduled days preceding the survey week when the school was in session.

Continuous progress educational programs must be addressed in the district's Student Progression Plan. Appropriate documentation demonstrating a student's progress level should be available for audit purposes.

APPENDIX A
FEFP MEMBERSHIP MINUTES PER WEEK
AND THEIR EQUIVALENT VALUE OF FTE EARNED, COURSE

| FEFP MEMB MINS | FTE EARNED, COURSE | FEFP MEMB MINS | FTE EARNED, COURSE | FEFP MEMB MINS | FTE EARNED COURSE | FEFP MEMB MINS | FTE EARNED, COURSE | FEFP MEMB MINS | FTE EARNED, COURSE |
|----------------------|--------------------------|----------------------|--------------------------|----------------------|-------------------------|----------------------|--------------------------|----------------------|--------------------------|
| 1 | 0.0004 | 61 | 0.0204 | 121 | 0.0404 | 181 | 0.0604 | 241 | 0.0804 |
| 2 | 0.0007 | 62 | 0.0207 | 122 | 0.0407 | 182 | 0.0607 | 242 | 0.0807 |
| 3 | 0.0010 | 63 | 0.0210 | 123 | 0.0410 | 183 | 0.0610 | 243 | 0.0810 |
| 4 | 0.0014 | 64 | 0.0214 | 124 | 0.0414 | 184 | 0.0614 | 244 | 0.0814 |
| 5 | 0.0017 | 65 | 0.0217 | 125 | 0.0417 | 185 | 0.0617 | 245 | 0.0817 |
| 6 | 0.0020 | 66 | 0.0220 | 126 | 0.0420 | 186 | 0.0620 | 246 | 0.0820 |
| 7 | 0.0024 | 67 | 0.0224 | 127 | 0.0424 | 187 | 0.0624 | 247 | 0.0824 |
| 8 | 0.0027 | 68 | 0.0227 | 128 | 0.0427 | 188 | 0.0627 | 248 | 0.0827 |
| 9 | 0.0030 | 69 | 0.0230 | 129 | 0.0430 | 189 | 0.0630 | 249 | 0.0830 |
| 10 | 0.0034 | 70 | 0.0234 | 130 | 0.0434 | 190 | 0.0634 | 250 | 0.0834 |
| 11 | 0.0037 | 71 | 0.0237 | 131 | 0.0437 | 191 | 0.0637 | 251 | 0.0837 |
| 12 | 0.0040 | 72 | 0.0240 | 132 | 0.0440 | 192 | 0.0640 | 252 | 0.0840 |
| 13 | 0.0044 | 73 | 0.0244 | 133 | 0.0444 | 193 | 0.0644 | 253 | 0.0844 |
| 14 | 0.0047 | 74 | 0.0247 | 134 | 0.0447 | 194 | 0.0647 | 254 | 0.0847 |
| 15 | 0.0050 | 75 | 0.0250 | 135 | 0.0450 | 195 | 0.0650 | 255 | 0.0850 |
| 16 | 0.0054 | 76 | 0.0254 | 136 | 0.0454 | 196 | 0.0654 | 256 | 0.0854 |
| 17 | 0.0057 | 77 | 0.0257 | 137 | 0.0457 | 197 | 0.0657 | 257 | 0.0857 |
| 18 | 0.0060 | 78 | 0.0260 | 138 | 0.0460 | 198 | 0.0660 | 258 | 0.0860 |
| 19 | 0.0064 | 79 | 0.0264 | 139 | 0.0464 | 199 | 0.0664 | 259 | 0.0864 |
| 20 | 0.0067 | 80 | 0.0267 | 140 | 0.0467 | 200 | 0.0667 | 260 | 0.0867 |
| 21 | 0.0070 | 81 | 0.0270 | 141 | 0.0470 | 201 | 0.0670 | 261 | 0.0870 |
| 22 | 0.0074 | 82 | 0.0274 | 142 | 0.0474 | 202 | 0.0674 | 262 | 0.0874 |
| 23 | 0.0077 | 83 | 0.0277 | 143 | 0.0477 | 203 | 0.0677 | 263 | 0.0877 |
| 24 | 0.0080 | 84 | 0.0280 | 144 | 0.0480 | 204 | 0.0680 | 264 | 0.0880 |
| 25 | 0.0084 | 85 | 0.0284 | 145 | 0.0484 | 205 | 0.0684 | 265 | 0.0884 |
| 26 | 0.0087 | 86 | 0.0287 | 146 | 0.0487 | 206 | 0.0687 | 266 | 0.0887 |
| 27 | 0.0090 | 87 | 0.0290 | 147 | 0.0490 | 207 | 0.0690 | 267 | 0.0890 |
| 28 | 0.0094 | 88 | 0.0294 | 148 | 0.0494 | 208 | 0.0694 | 268 | 0.0894 |
| 29 | 0.0097 | 89 | 0.0297 | 149 | 0.0497 | 209 | 0.0697 | 269 | 0.0897 |
| 30 | 0.0100 | 90 | 0.0300 | 150 | 0.0500 | 210 | 0.0700 | 270 | 0.0900 |
| 31 | 0.0104 | 91 | 0.0304 | 151 | 0.0504 | 211 | 0.0704 | 271 | 0.0904 |
| 32 | 0.0107 | 92 | 0.0307 | 152 | 0.0507 | 212 | 0.0707 | 272 | 0.0907 |
| 33 | 0.0110 | 93 | 0.0310 | 153 | 0.0510 | 213 | 0.0710 | 273 | 0.0910 |
| 34 | 0.0114 | 94 | 0.0314 | 154 | 0.0514 | 214 | 0.0714 | 274 | 0.0914 |
| 35 | 0.0117 | 95 | 0.0317 | 155 | 0.0517 | 215 | 0.0717 | 275 | 0.0917 |
| 36 | 0.0120 | 96 | 0.0320 | 156 | 0.0520 | 216 | 0.0720 | 276 | 0.0920 |
| 37 | 0.0124 | 97 | 0.0324 | 157 | 0.0524 | 217 | 0.0724 | 277 | 0.0924 |
| 38 | 0.0127 | 98 | 0.0327 | 158 | 0.0527 | 218 | 0.0727 | 278 | 0.0927 |
| 39 | 0.0130 | 99 | 0.0330 | 159 | 0.0530 | 219 | 0.0730 | 279 | 0.0930 |
| 40 | 0.0134 | 100 | 0.0334 | 160 | 0.0534 | 220 | 0.0734 | 280 | 0.0934 |
| 41 | 0.0137 | 101 | 0.0337 | 161 | 0.0537 | 221 | 0.0737 | 281 | 0.0937 |
| 42 | 0.0140 | 102 | 0.0340 | 162 | 0.0540 | 222 | 0.0740 | 282 | 0.0940 |
| 43 | 0.0144 | 103 | 0.0344 | 163 | 0.0544 | 223 | 0.0744 | 283 | 0.0944 |
| 44 | 0.0147 | 104 | 0.0347 | 164 | 0.0547 | 224 | 0.0747 | 284 | 0.0947 |
| 45 | 0.0150 | 105 | 0.0350 | 165 | 0.0550 | 225 | 0.0750 | 285 | 0.0950 |
| 46 | 0.0154 | 106 | 0.0354 | 166 | 0.0554 | 226 | 0.0754 | 286 | 0.0954 |
| 47 | 0.0157 | 107 | 0.0357 | 167 | 0.0557 | 227 | 0.0757 | 287 | 0.0957 |
| 48 | 0.0160 | 108 | 0.0360 | 168 | 0.0560 | 228 | 0.0760 | 288 | 0.0960 |
| 49 | 0.0164 | 109 | 0.0364 | 169 | 0.0564 | 229 | 0.0764 | 289 | 0.0964 |
| 50 | 0.0167 | 110 | 0.0367 | 170 | 0.0567 | 230 | 0.0767 | 290 | 0.0967 |
| 51 | 0.0170 | 111 | 0.0370 | 171 | 0.0570 | 231 | 0.0770 | 291 | 0.0970 |
| 52 | 0.0174 | 112 | 0.0374 | 172 | 0.0574 | 232 | 0.0774 | 292 | 0.0974 |
| 53 | 0.0177 | 113 | 0.0377 | 173 | 0.0577 | 233 | 0.0777 | 293 | 0.0977 |
| 54 | 0.0180 | 114 | 0.0380 | 174 | 0.0580 | 234 | 0.0780 | 294 | 0.0980 |
| 55 | 0.0184 | 115 | 0.0384 | 175 | 0.0584 | 235 | 0.0784 | 295 | 0.0984 |
| 56 | 0.0187 | 116 | 0.0387 | 176 | 0.0587 | 236 | 0.0787 | 296 | 0.0987 |
| 57 | 0.0190 | 117 | 0.0390 | 177 | 0.0590 | 237 | 0.0790 | 297 | 0.0990 |
| 58 | 0.0194 | 118 | 0.0394 | 178 | 0.0594 | 238 | 0.0794 | 298 | 0.0994 |
| 59 | 0.0197 | 119 | 0.0397 | 179 | 0.0597 | 239 | 0.0797 | 299 | 0.0997 |
| 60 | 0.0200 | 120 | 0.0400 | 180 | 0.0600 | 240 | 0.0800 | 300 | 0.1000 |

APPENDIX A (CONTINUED)
FEFP MEMBERSHIP MINUTES PER WEEK
AND THEIR EQUIVALENT VALUE OF FTE EARNED, COURSE

| FEFP MEMB MINS | FTE EARNED, COURSE | FEFP MEMB MINS | FTE EARNED, COURSE | FEFP MEMB MINS | FTE EARNED, COURSE | FEFP MEMB MINS | FTE EARNED, COURSE | FEFP MEMB MINS | FTE EARNED, COURSE |
|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|
| 301 | 0.1004 | 361 | 0.1204 | 421 | 0.1404 | 481 | 0.1604 | 541 | 0.1804 |
| 302 | 0.1007 | 362 | 0.1207 | 422 | 0.1407 | 482 | 0.1607 | 542 | 0.1807 |
| 303 | 0.1010 | 363 | 0.1210 | 423 | 0.1410 | 483 | 0.1610 | 543 | 0.1810 |
| 304 | 0.1014 | 364 | 0.1214 | 424 | 0.1414 | 484 | 0.1614 | 544 | 0.1814 |
| 305 | 0.1017 | 365 | 0.1217 | 425 | 0.1417 | 485 | 0.1617 | 545 | 0.1817 |
| 306 | 0.1020 | 366 | 0.1220 | 426 | 0.1420 | 486 | 0.1620 | 546 | 0.1821 |
| 307 | 0.1024 | 367 | 0.1224 | 427 | 0.1424 | 487 | 0.1624 | 547 | 0.1824 |
| 308 | 0.1027 | 368 | 0.1227 | 428 | 0.1427 | 488 | 0.1627 | 548 | 0.1827 |
| 309 | 0.1030 | 369 | 0.1230 | 429 | 0.1430 | 489 | 0.1630 | 549 | 0.1831 |
| 310 | 0.1034 | 370 | 0.1234 | 430 | 0.1434 | 490 | 0.1634 | 550 | 0.1834 |
| 311 | 0.1037 | 371 | 0.1237 | 431 | 0.1437 | 491 | 0.1637 | 551 | 0.1837 |
| 312 | 0.1040 | 372 | 0.1240 | 432 | 0.1440 | 492 | 0.1640 | 552 | 0.1841 |
| 313 | 0.1044 | 373 | 0.1244 | 433 | 0.1444 | 493 | 0.1644 | 553 | 0.1844 |
| 314 | 0.1047 | 374 | 0.1247 | 434 | 0.1447 | 494 | 0.1647 | 554 | 0.1847 |
| 315 | 0.1050 | 375 | 0.1250 | 435 | 0.1450 | 495 | 0.1650 | 555 | 0.1851 |
| 316 | 0.1054 | 376 | 0.1254 | 436 | 0.1454 | 496 | 0.1654 | 556 | 0.1854 |
| 317 | 0.1057 | 377 | 0.1257 | 437 | 0.1457 | 497 | 0.1657 | 557 | 0.1857 |
| 318 | 0.1060 | 378 | 0.1260 | 438 | 0.1460 | 498 | 0.1660 | 558 | 0.1861 |
| 319 | 0.1064 | 379 | 0.1264 | 439 | 0.1464 | 499 | 0.1664 | 559 | 0.1864 |
| 320 | 0.1067 | 380 | 0.1267 | 440 | 0.1467 | 500 | 0.1667 | 560 | 0.1867 |
| 321 | 0.1070 | 381 | 0.1270 | 441 | 0.1470 | 501 | 0.1670 | 561 | 0.1871 |
| 322 | 0.1074 | 382 | 0.1274 | 442 | 0.1474 | 502 | 0.1674 | 562 | 0.1874 |
| 323 | 0.1077 | 383 | 0.1277 | 443 | 0.1477 | 503 | 0.1677 | 563 | 0.1877 |
| 324 | 0.1080 | 384 | 0.1280 | 444 | 0.1480 | 504 | 0.1680 | 564 | 0.1881 |
| 325 | 0.1084 | 385 | 0.1284 | 445 | 0.1484 | 505 | 0.1684 | 565 | 0.1884 |
| 326 | 0.1087 | 386 | 0.1287 | 446 | 0.1487 | 506 | 0.1687 | 566 | 0.1887 |
| 327 | 0.1090 | 387 | 0.1290 | 447 | 0.1490 | 507 | 0.1690 | 567 | 0.1891 |
| 328 | 0.1094 | 388 | 0.1294 | 448 | 0.1494 | 508 | 0.1694 | 568 | 0.1894 |
| 329 | 0.1097 | 389 | 0.1297 | 449 | 0.1497 | 509 | 0.1697 | 569 | 0.1897 |
| 330 | 0.1100 | 390 | 0.1300 | 450 | 0.1500 | 510 | 0.1700 | 570 | 0.1901 |
| 331 | 0.1104 | 391 | 0.1304 | 451 | 0.1504 | 511 | 0.1704 | 571 | 0.1904 |
| 332 | 0.1107 | 392 | 0.1307 | 452 | 0.1507 | 512 | 0.1707 | 572 | 0.1907 |
| 333 | 0.1110 | 393 | 0.1310 | 453 | 0.1510 | 513 | 0.1710 | 573 | 0.1911 |
| 334 | 0.1114 | 394 | 0.1314 | 454 | 0.1514 | 514 | 0.1714 | 574 | 0.1914 |
| 335 | 0.1117 | 395 | 0.1317 | 455 | 0.1517 | 515 | 0.1717 | 575 | 0.1917 |
| 336 | 0.1120 | 396 | 0.1320 | 456 | 0.1520 | 516 | 0.1720 | 576 | 0.1921 |
| 337 | 0.1124 | 397 | 0.1324 | 457 | 0.1524 | 517 | 0.1724 | 577 | 0.1924 |
| 338 | 0.1127 | 398 | 0.1327 | 458 | 0.1527 | 518 | 0.1727 | 578 | 0.1927 |
| 339 | 0.1130 | 399 | 0.1330 | 459 | 0.1530 | 519 | 0.1730 | 579 | 0.1931 |
| 340 | 0.1134 | 400 | 0.1334 | 460 | 0.1534 | 520 | 0.1734 | 580 | 0.1934 |
| 341 | 0.1137 | 401 | 0.1337 | 461 | 0.1537 | 521 | 0.1737 | 581 | 0.1937 |
| 342 | 0.1140 | 402 | 0.1340 | 462 | 0.1540 | 522 | 0.1740 | 582 | 0.1941 |
| 343 | 0.1144 | 403 | 0.1344 | 463 | 0.1544 | 523 | 0.1744 | 583 | 0.1944 |
| 344 | 0.1147 | 404 | 0.1347 | 464 | 0.1547 | 524 | 0.1747 | 584 | 0.1947 |
| 345 | 0.1150 | 405 | 0.1350 | 465 | 0.1550 | 525 | 0.1750 | 585 | 0.1951 |
| 346 | 0.1154 | 406 | 0.1354 | 466 | 0.1554 | 526 | 0.1754 | 586 | 0.1954 |
| 347 | 0.1157 | 407 | 0.1357 | 467 | 0.1557 | 527 | 0.1757 | 587 | 0.1957 |
| 348 | 0.1160 | 408 | 0.1360 | 468 | 0.1560 | 528 | 0.1760 | 588 | 0.1961 |
| 349 | 0.1164 | 409 | 0.1364 | 469 | 0.1564 | 529 | 0.1764 | 589 | 0.1964 |
| 350 | 0.1167 | 410 | 0.1367 | 470 | 0.1567 | 530 | 0.1767 | 590 | 0.1967 |
| 351 | 0.1170 | 411 | 0.1370 | 471 | 0.1570 | 531 | 0.1770 | 591 | 0.1971 |
| 352 | 0.1174 | 412 | 0.1374 | 472 | 0.1574 | 532 | 0.1774 | 592 | 0.1974 |
| 353 | 0.1177 | 413 | 0.1377 | 473 | 0.1577 | 533 | 0.1777 | 593 | 0.1977 |
| 354 | 0.1180 | 414 | 0.1380 | 474 | 0.1580 | 534 | 0.1780 | 594 | 0.1981 |
| 355 | 0.1184 | 415 | 0.1384 | 475 | 0.1584 | 535 | 0.1784 | 595 | 0.1984 |
| 356 | 0.1187 | 416 | 0.1387 | 476 | 0.1587 | 536 | 0.1787 | 596 | 0.1987 |
| 357 | 0.1190 | 417 | 0.1390 | 477 | 0.1590 | 537 | 0.1790 | 597 | 0.1991 |
| 358 | 0.1194 | 418 | 0.1394 | 478 | 0.1594 | 538 | 0.1794 | 598 | 0.1994 |
| 359 | 0.1197 | 419 | 0.1397 | 479 | 0.1597 | 539 | 0.1797 | 599 | 0.1997 |
| 360 | 0.1200 | 420 | 0.1400 | 480 | 0.1600 | 540 | 0.1800 | 600 | 0.2000 |

APPENDIX A (CONTINUED)
FEFP MEMBERSHIP MINUTES PER WEEK
AND THEIR EQUIVALENT VALUE OF FTE EARNED, COURSE

| FEFP MEMB MINS | FTE EARNED, COURSE | FEFP MEMB MINS | FTE EARNED, COURSE | FEFP MEMB MINS | FTE EARNED, COURSE | FEFP MEMB MINS | FTE EARNED, COURSE | FEFP MEMB MINS | FTE EARNED, COURSE |
|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|
| 601 | 0.2004 | 661 | 0.2204 | 721 | 0.2404 | 781 | 0.2604 | 841 | 0.2804 |
| 602 | 0.2007 | 662 | 0.2207 | 722 | 0.2407 | 782 | 0.2607 | 842 | 0.2807 |
| 603 | 0.2010 | 663 | 0.2210 | 723 | 0.2410 | 783 | 0.2610 | 843 | 0.2810 |
| 604 | 0.2014 | 664 | 0.2214 | 724 | 0.2414 | 784 | 0.2614 | 844 | 0.2814 |
| 605 | 0.2017 | 665 | 0.2217 | 725 | 0.2417 | 785 | 0.2617 | 845 | 0.2817 |
| 606 | 0.2020 | 666 | 0.2220 | 726 | 0.2420 | 786 | 0.2620 | 846 | 0.2820 |
| 607 | 0.2024 | 667 | 0.2224 | 727 | 0.2424 | 787 | 0.2624 | 847 | 0.2824 |
| 608 | 0.2027 | 668 | 0.2227 | 728 | 0.2427 | 788 | 0.2627 | 848 | 0.2827 |
| 609 | 0.2030 | 669 | 0.2230 | 729 | 0.2430 | 789 | 0.2630 | 849 | 0.2830 |
| 610 | 0.2034 | 670 | 0.2234 | 730 | 0.2434 | 790 | 0.2634 | 850 | 0.2834 |
| 611 | 0.2037 | 671 | 0.2237 | 731 | 0.2437 | 791 | 0.2637 | 851 | 0.2837 |
| 612 | 0.2040 | 672 | 0.2240 | 732 | 0.2440 | 792 | 0.2640 | 852 | 0.2840 |
| 613 | 0.2044 | 673 | 0.2244 | 733 | 0.2444 | 793 | 0.2644 | 853 | 0.2844 |
| 614 | 0.2047 | 674 | 0.2247 | 734 | 0.2447 | 794 | 0.2647 | 854 | 0.2847 |
| 615 | 0.2050 | 675 | 0.2250 | 735 | 0.2450 | 795 | 0.2650 | 855 | 0.2850 |
| 616 | 0.2054 | 676 | 0.2254 | 736 | 0.2454 | 796 | 0.2654 | 856 | 0.2854 |
| 617 | 0.2057 | 677 | 0.2257 | 737 | 0.2457 | 797 | 0.2657 | 857 | 0.2857 |
| 618 | 0.2060 | 678 | 0.2260 | 738 | 0.2460 | 798 | 0.2660 | 858 | 0.2860 |
| 619 | 0.2064 | 679 | 0.2264 | 739 | 0.2464 | 799 | 0.2664 | 859 | 0.2864 |
| 620 | 0.2067 | 680 | 0.2267 | 740 | 0.2467 | 800 | 0.2667 | 860 | 0.2867 |
| 621 | 0.2070 | 681 | 0.2270 | 741 | 0.2470 | 801 | 0.2670 | 861 | 0.2870 |
| 622 | 0.2074 | 682 | 0.2274 | 742 | 0.2474 | 802 | 0.2674 | 862 | 0.2874 |
| 623 | 0.2077 | 683 | 0.2277 | 743 | 0.2477 | 803 | 0.2677 | 863 | 0.2877 |
| 624 | 0.2080 | 684 | 0.2280 | 744 | 0.2480 | 804 | 0.2680 | 864 | 0.2880 |
| 625 | 0.2084 | 685 | 0.2284 | 745 | 0.2484 | 805 | 0.2684 | 865 | 0.2884 |
| 626 | 0.2087 | 686 | 0.2287 | 746 | 0.2487 | 806 | 0.2687 | 866 | 0.2887 |
| 627 | 0.2090 | 687 | 0.2290 | 747 | 0.2490 | 807 | 0.2690 | 867 | 0.2890 |
| 628 | 0.2094 | 688 | 0.2294 | 748 | 0.2494 | 808 | 0.2694 | 868 | 0.2894 |
| 629 | 0.2097 | 689 | 0.2297 | 749 | 0.2497 | 809 | 0.2697 | 869 | 0.2897 |
| 630 | 0.2100 | 690 | 0.2300 | 750 | 0.2500 | 810 | 0.2700 | 870 | 0.2900 |
| 631 | 0.2104 | 691 | 0.2304 | 751 | 0.2504 | 811 | 0.2704 | 871 | 0.2904 |
| 632 | 0.2107 | 692 | 0.2307 | 752 | 0.2507 | 812 | 0.2707 | 872 | 0.2907 |
| 633 | 0.2110 | 693 | 0.2310 | 753 | 0.2510 | 813 | 0.2710 | 873 | 0.2910 |
| 634 | 0.2114 | 694 | 0.2314 | 754 | 0.2514 | 814 | 0.2714 | 874 | 0.2914 |
| 635 | 0.2117 | 695 | 0.2317 | 755 | 0.2517 | 815 | 0.2717 | 875 | 0.2917 |
| 636 | 0.2120 | 696 | 0.2320 | 756 | 0.2520 | 816 | 0.2720 | 876 | 0.2920 |
| 637 | 0.2124 | 697 | 0.2324 | 757 | 0.2524 | 817 | 0.2724 | 877 | 0.2924 |
| 638 | 0.2127 | 698 | 0.2327 | 758 | 0.2527 | 818 | 0.2727 | 878 | 0.2927 |
| 639 | 0.2130 | 699 | 0.2330 | 759 | 0.2530 | 819 | 0.2730 | 879 | 0.2930 |
| 640 | 0.2134 | 700 | 0.2334 | 760 | 0.2534 | 820 | 0.2734 | 880 | 0.2934 |
| 641 | 0.2137 | 701 | 0.2337 | 761 | 0.2537 | 821 | 0.2737 | 881 | 0.2937 |
| 642 | 0.2140 | 702 | 0.2340 | 762 | 0.2540 | 822 | 0.2740 | 882 | 0.2940 |
| 643 | 0.2144 | 703 | 0.2344 | 763 | 0.2544 | 823 | 0.2744 | 883 | 0.2944 |
| 644 | 0.2147 | 704 | 0.2347 | 764 | 0.2547 | 824 | 0.2747 | 884 | 0.2947 |
| 645 | 0.2150 | 705 | 0.2350 | 765 | 0.2550 | 825 | 0.2750 | 885 | 0.2950 |
| 646 | 0.2154 | 706 | 0.2354 | 766 | 0.2554 | 826 | 0.2754 | 886 | 0.2954 |
| 647 | 0.2157 | 707 | 0.2357 | 767 | 0.2557 | 827 | 0.2757 | 887 | 0.2957 |
| 648 | 0.2160 | 708 | 0.2360 | 768 | 0.2560 | 828 | 0.2760 | 888 | 0.2960 |
| 649 | 0.2164 | 709 | 0.2364 | 769 | 0.2564 | 829 | 0.2764 | 889 | 0.2964 |
| 650 | 0.2167 | 710 | 0.2367 | 770 | 0.2567 | 830 | 0.2767 | 890 | 0.2967 |
| 651 | 0.2170 | 711 | 0.2370 | 771 | 0.2570 | 831 | 0.2770 | 891 | 0.2970 |
| 652 | 0.2174 | 712 | 0.2374 | 772 | 0.2574 | 832 | 0.2774 | 892 | 0.2974 |
| 653 | 0.2177 | 713 | 0.2377 | 773 | 0.2577 | 833 | 0.2777 | 893 | 0.2977 |
| 654 | 0.2180 | 714 | 0.2380 | 774 | 0.2580 | 834 | 0.2780 | 894 | 0.2980 |
| 655 | 0.2184 | 715 | 0.2384 | 775 | 0.2584 | 835 | 0.2784 | 895 | 0.2984 |
| 656 | 0.2187 | 716 | 0.2387 | 776 | 0.2587 | 836 | 0.2787 | 896 | 0.2987 |
| 657 | 0.2190 | 717 | 0.2390 | 777 | 0.2590 | 837 | 0.2790 | 897 | 0.2990 |
| 658 | 0.2194 | 718 | 0.2394 | 778 | 0.2594 | 838 | 0.2794 | 898 | 0.2994 |
| 659 | 0.2197 | 719 | 0.2397 | 779 | 0.2597 | 839 | 0.2797 | 899 | 0.2997 |
| 660 | 0.2200 | 720 | 0.2400 | 780 | 0.2600 | 840 | 0.2800 | 900 | 0.3000 |

APPENDIX A (CONTINUED)
FEFP MEMBERSHIP MINUTES PER WEEK
AND THEIR EQUIVALENT VALUE OF FTE EARNED, COURSE

| FEFP MEMB MINS | FTE EARNED, COURSE | FEFP MEMB MINS | FTE EARNED, COURSE | FEFP MEMB MINS | FTE EARNED, COURSE | FEFP MEMB MINS | FTE EARNED, COURSE | FEFP MEMB MINS | FTE EARNED, COURSE |
|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|
| 901 | 0.3004 | 961 | 0.3204 | 1021 | 0.3404 | 1081 | 0.3604 | 1141 | 0.3804 |
| 902 | 0.3007 | 962 | 0.3207 | 1022 | 0.3407 | 1082 | 0.3607 | 1142 | 0.3807 |
| 903 | 0.3010 | 963 | 0.3210 | 1023 | 0.3410 | 1083 | 0.3610 | 1143 | 0.3810 |
| 904 | 0.3014 | 964 | 0.3214 | 1024 | 0.3414 | 1084 | 0.3614 | 1144 | 0.3814 |
| 905 | 0.3017 | 965 | 0.3217 | 1025 | 0.3417 | 1085 | 0.3617 | 1145 | 0.3817 |
| 906 | 0.3020 | 966 | 0.3220 | 1026 | 0.3420 | 1086 | 0.3620 | 1146 | 0.3820 |
| 907 | 0.3024 | 967 | 0.3224 | 1027 | 0.3424 | 1087 | 0.3624 | 1147 | 0.3824 |
| 908 | 0.3027 | 968 | 0.3227 | 1028 | 0.3427 | 1088 | 0.3627 | 1148 | 0.3827 |
| 909 | 0.3030 | 969 | 0.3230 | 1029 | 0.3430 | 1089 | 0.3630 | 1149 | 0.3830 |
| 910 | 0.3034 | 970 | 0.3234 | 1030 | 0.3434 | 1090 | 0.3634 | 1150 | 0.3834 |
| 911 | 0.3037 | 971 | 0.3237 | 1031 | 0.3437 | 1091 | 0.3637 | 1151 | 0.3837 |
| 912 | 0.3040 | 972 | 0.3240 | 1032 | 0.3440 | 1092 | 0.3640 | 1152 | 0.3840 |
| 913 | 0.3044 | 973 | 0.3244 | 1033 | 0.3444 | 1093 | 0.3644 | 1153 | 0.3844 |
| 914 | 0.3047 | 974 | 0.3247 | 1034 | 0.3447 | 1094 | 0.3647 | 1154 | 0.3847 |
| 915 | 0.3050 | 975 | 0.3250 | 1035 | 0.3450 | 1095 | 0.3650 | 1155 | 0.3850 |
| 916 | 0.3054 | 976 | 0.3254 | 1036 | 0.3454 | 1096 | 0.3654 | 1156 | 0.3854 |
| 917 | 0.3057 | 977 | 0.3257 | 1037 | 0.3457 | 1097 | 0.3657 | 1157 | 0.3857 |
| 918 | 0.3060 | 978 | 0.3260 | 1038 | 0.3460 | 1098 | 0.3660 | 1158 | 0.3860 |
| 919 | 0.3064 | 979 | 0.3264 | 1039 | 0.3464 | 1099 | 0.3664 | 1159 | 0.3864 |
| 920 | 0.3067 | 980 | 0.3267 | 1040 | 0.3467 | 1100 | 0.3667 | 1160 | 0.3867 |
| 921 | 0.3070 | 981 | 0.3270 | 1041 | 0.3470 | 1101 | 0.3670 | 1161 | 0.3870 |
| 922 | 0.3074 | 982 | 0.3274 | 1042 | 0.3474 | 1102 | 0.3674 | 1162 | 0.3874 |
| 923 | 0.3077 | 983 | 0.3277 | 1043 | 0.3477 | 1103 | 0.3677 | 1163 | 0.3877 |
| 924 | 0.3080 | 984 | 0.3280 | 1044 | 0.3480 | 1104 | 0.3680 | 1164 | 0.3880 |
| 925 | 0.3084 | 985 | 0.3284 | 1045 | 0.3484 | 1105 | 0.3684 | 1165 | 0.3884 |
| 926 | 0.3087 | 986 | 0.3287 | 1046 | 0.3487 | 1106 | 0.3687 | 1166 | 0.3887 |
| 927 | 0.3090 | 987 | 0.3290 | 1047 | 0.3490 | 1107 | 0.3690 | 1167 | 0.3890 |
| 928 | 0.3094 | 988 | 0.3294 | 1048 | 0.3494 | 1108 | 0.3694 | 1168 | 0.3894 |
| 929 | 0.3097 | 989 | 0.3297 | 1049 | 0.3497 | 1109 | 0.3697 | 1169 | 0.3897 |
| 930 | 0.3100 | 990 | 0.3300 | 1050 | 0.3500 | 1110 | 0.3700 | 1170 | 0.3900 |
| 931 | 0.3104 | 991 | 0.3304 | 1051 | 0.3504 | 1111 | 0.3704 | 1171 | 0.3904 |
| 932 | 0.3107 | 992 | 0.3307 | 1052 | 0.3507 | 1112 | 0.3707 | 1172 | 0.3907 |
| 933 | 0.3110 | 993 | 0.3310 | 1053 | 0.3510 | 1113 | 0.3710 | 1173 | 0.3910 |
| 934 | 0.3114 | 994 | 0.3314 | 1054 | 0.3514 | 1114 | 0.3714 | 1174 | 0.3914 |
| 935 | 0.3117 | 995 | 0.3317 | 1055 | 0.3517 | 1115 | 0.3717 | 1175 | 0.3917 |
| 936 | 0.3120 | 996 | 0.3320 | 1056 | 0.3520 | 1116 | 0.3720 | 1176 | 0.3920 |
| 937 | 0.3124 | 997 | 0.3324 | 1057 | 0.3524 | 1117 | 0.3724 | 1177 | 0.3924 |
| 938 | 0.3127 | 998 | 0.3327 | 1058 | 0.3527 | 1118 | 0.3727 | 1178 | 0.3927 |
| 939 | 0.3130 | 999 | 0.3330 | 1059 | 0.3530 | 1119 | 0.3730 | 1179 | 0.3930 |
| 940 | 0.3134 | 1000 | 0.3334 | 1060 | 0.3534 | 1120 | 0.3734 | 1180 | 0.3934 |
| 941 | 0.3137 | 1001 | 0.3337 | 1061 | 0.3537 | 1121 | 0.3737 | 1181 | 0.3937 |
| 942 | 0.3140 | 1002 | 0.3340 | 1062 | 0.3540 | 1122 | 0.3740 | 1182 | 0.3940 |
| 943 | 0.3144 | 1003 | 0.3344 | 1063 | 0.3544 | 1123 | 0.3744 | 1183 | 0.3944 |
| 944 | 0.3147 | 1004 | 0.3347 | 1064 | 0.3547 | 1124 | 0.3747 | 1184 | 0.3947 |
| 945 | 0.3150 | 1005 | 0.3350 | 1065 | 0.3550 | 1125 | 0.3750 | 1185 | 0.3950 |
| 946 | 0.3154 | 1006 | 0.3354 | 1066 | 0.3554 | 1126 | 0.3754 | 1186 | 0.3954 |
| 947 | 0.3157 | 1007 | 0.3357 | 1067 | 0.3557 | 1127 | 0.3757 | 1187 | 0.3957 |
| 948 | 0.3160 | 1008 | 0.3360 | 1068 | 0.3560 | 1128 | 0.3760 | 1188 | 0.3960 |
| 949 | 0.3164 | 1009 | 0.3364 | 1069 | 0.3564 | 1129 | 0.3764 | 1189 | 0.3964 |
| 950 | 0.3167 | 1010 | 0.3367 | 1070 | 0.3567 | 1130 | 0.3767 | 1190 | 0.3967 |
| 951 | 0.3170 | 1011 | 0.3370 | 1071 | 0.3570 | 1131 | 0.3770 | 1191 | 0.3970 |
| 952 | 0.3174 | 1012 | 0.3374 | 1072 | 0.3574 | 1132 | 0.3774 | 1192 | 0.3974 |
| 953 | 0.3177 | 1013 | 0.3377 | 1073 | 0.3577 | 1133 | 0.3777 | 1193 | 0.3977 |
| 954 | 0.3180 | 1014 | 0.3380 | 1074 | 0.3580 | 1134 | 0.3780 | 1194 | 0.3980 |
| 955 | 0.3184 | 1015 | 0.3384 | 1075 | 0.3584 | 1135 | 0.3784 | 1195 | 0.3984 |
| 956 | 0.3187 | 1016 | 0.3387 | 1076 | 0.3587 | 1136 | 0.3787 | 1196 | 0.3987 |
| 957 | 0.3190 | 1017 | 0.3390 | 1077 | 0.3590 | 1137 | 0.3790 | 1197 | 0.3990 |
| 958 | 0.3194 | 1018 | 0.3394 | 1078 | 0.3594 | 1138 | 0.3794 | 1198 | 0.3994 |
| 959 | 0.3197 | 1019 | 0.3397 | 1079 | 0.3597 | 1139 | 0.3797 | 1199 | 0.3997 |
| 960 | 0.3200 | 1020 | 0.3400 | 1080 | 0.3600 | 1140 | 0.3800 | 1200 | 0.4000 |

APPENDIX A (CONTINUED)
FEFP MEMBERSHIP MINUTES PER WEEK
AND THEIR EQUIVALENT VALUE OF FTE EARNED, COURSE

| FEFP MEMB MINS | FTE EARNED, COURSE | FEFP MEMB MINS | FTE EARNED, COURSE | FEFP MEMB MINS | FTE EARNED, COURSE | FEFP MEMB MINS | FTE EARNED, COURSE | FEFP MEMB MINS | FTE EARNED, COURSE |
|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|
| 1201 | 0.4004 | 1261 | 0.4204 | 1321 | 0.4404 | 1381 | 0.4604 | 1441 | 0.4804 |
| 1202 | 0.4007 | 1262 | 0.4207 | 1322 | 0.4407 | 1382 | 0.4607 | 1442 | 0.4807 |
| 1203 | 0.4010 | 1263 | 0.4210 | 1323 | 0.4410 | 1383 | 0.4610 | 1443 | 0.4810 |
| 1204 | 0.4014 | 1264 | 0.4214 | 1324 | 0.4414 | 1384 | 0.4614 | 1444 | 0.4814 |
| 1205 | 0.4017 | 1265 | 0.4217 | 1325 | 0.4417 | 1385 | 0.4617 | 1445 | 0.4817 |
| 1206 | 0.4020 | 1266 | 0.4220 | 1326 | 0.4420 | 1386 | 0.4620 | 1446 | 0.4820 |
| 1207 | 0.4024 | 1267 | 0.4224 | 1327 | 0.4424 | 1387 | 0.4624 | 1447 | 0.4824 |
| 1208 | 0.4027 | 1268 | 0.4227 | 1328 | 0.4427 | 1388 | 0.4627 | 1448 | 0.4827 |
| 1209 | 0.4030 | 1269 | 0.4230 | 1329 | 0.4430 | 1389 | 0.4630 | 1449 | 0.4830 |
| 1210 | 0.4034 | 1270 | 0.4234 | 1330 | 0.4434 | 1390 | 0.4634 | 1450 | 0.4834 |
| 1211 | 0.4037 | 1271 | 0.4237 | 1331 | 0.4437 | 1391 | 0.4637 | 1451 | 0.4837 |
| 1212 | 0.4040 | 1272 | 0.4240 | 1332 | 0.4440 | 1392 | 0.4640 | 1452 | 0.4840 |
| 1213 | 0.4044 | 1273 | 0.4244 | 1333 | 0.4444 | 1393 | 0.4644 | 1453 | 0.4844 |
| 1214 | 0.4047 | 1274 | 0.4247 | 1334 | 0.4447 | 1394 | 0.4647 | 1454 | 0.4847 |
| 1215 | 0.4050 | 1275 | 0.4250 | 1335 | 0.4450 | 1395 | 0.4650 | 1455 | 0.4850 |
| 1216 | 0.4054 | 1276 | 0.4254 | 1336 | 0.4454 | 1396 | 0.4654 | 1456 | 0.4854 |
| 1217 | 0.4057 | 1277 | 0.4257 | 1337 | 0.4457 | 1397 | 0.4657 | 1457 | 0.4857 |
| 1218 | 0.4060 | 1278 | 0.4260 | 1338 | 0.4460 | 1398 | 0.4660 | 1458 | 0.4860 |
| 1219 | 0.4064 | 1279 | 0.4264 | 1339 | 0.4464 | 1399 | 0.4664 | 1459 | 0.4864 |
| 1220 | 0.4067 | 1280 | 0.4267 | 1340 | 0.4467 | 1400 | 0.4667 | 1460 | 0.4867 |
| 1221 | 0.4070 | 1281 | 0.4270 | 1341 | 0.4470 | 1401 | 0.4670 | 1461 | 0.4870 |
| 1222 | 0.4074 | 1282 | 0.4274 | 1342 | 0.4474 | 1402 | 0.4674 | 1462 | 0.4874 |
| 1223 | 0.4077 | 1283 | 0.4277 | 1343 | 0.4477 | 1403 | 0.4677 | 1463 | 0.4877 |
| 1224 | 0.4080 | 1284 | 0.4280 | 1344 | 0.4480 | 1404 | 0.4680 | 1464 | 0.4880 |
| 1225 | 0.4084 | 1285 | 0.4284 | 1345 | 0.4484 | 1405 | 0.4684 | 1465 | 0.4884 |
| 1226 | 0.4087 | 1286 | 0.4287 | 1346 | 0.4487 | 1406 | 0.4687 | 1466 | 0.4887 |
| 1227 | 0.4090 | 1287 | 0.4290 | 1347 | 0.4490 | 1407 | 0.4690 | 1467 | 0.4890 |
| 1228 | 0.4094 | 1288 | 0.4294 | 1348 | 0.4494 | 1408 | 0.4694 | 1468 | 0.4894 |
| 1229 | 0.4097 | 1289 | 0.4297 | 1349 | 0.4497 | 1409 | 0.4697 | 1469 | 0.4897 |
| 1230 | 0.4100 | 1290 | 0.4300 | 1350 | 0.4500 | 1410 | 0.4700 | 1470 | 0.4900 |
| 1231 | 0.4104 | 1291 | 0.4304 | 1351 | 0.4504 | 1411 | 0.4704 | 1471 | 0.4904 |
| 1232 | 0.4107 | 1292 | 0.4307 | 1352 | 0.4507 | 1412 | 0.4707 | 1472 | 0.4907 |
| 1233 | 0.4110 | 1293 | 0.4310 | 1353 | 0.4510 | 1413 | 0.4710 | 1473 | 0.4910 |
| 1234 | 0.4114 | 1294 | 0.4314 | 1354 | 0.4514 | 1414 | 0.4714 | 1474 | 0.4914 |
| 1235 | 0.4117 | 1295 | 0.4317 | 1355 | 0.4517 | 1415 | 0.4717 | 1475 | 0.4917 |
| 1236 | 0.4120 | 1296 | 0.4320 | 1356 | 0.4520 | 1416 | 0.4720 | 1476 | 0.4920 |
| 1237 | 0.4124 | 1297 | 0.4324 | 1357 | 0.4524 | 1417 | 0.4724 | 1477 | 0.4924 |
| 1238 | 0.4127 | 1298 | 0.4327 | 1358 | 0.4527 | 1418 | 0.4727 | 1478 | 0.4927 |
| 1239 | 0.4130 | 1299 | 0.4330 | 1359 | 0.4530 | 1419 | 0.4730 | 1479 | 0.4930 |
| 1240 | 0.4134 | 1300 | 0.4334 | 1360 | 0.4534 | 1420 | 0.4734 | 1480 | 0.4934 |
| 1241 | 0.4137 | 1301 | 0.4337 | 1361 | 0.4537 | 1421 | 0.4737 | 1481 | 0.4937 |
| 1242 | 0.4140 | 1302 | 0.4340 | 1362 | 0.4540 | 1422 | 0.4740 | 1482 | 0.4940 |
| 1243 | 0.4144 | 1303 | 0.4344 | 1363 | 0.4544 | 1423 | 0.4744 | 1483 | 0.4944 |
| 1244 | 0.4147 | 1304 | 0.4347 | 1364 | 0.4547 | 1424 | 0.4747 | 1484 | 0.4947 |
| 1245 | 0.4150 | 1305 | 0.4350 | 1365 | 0.4550 | 1425 | 0.4750 | 1485 | 0.4950 |
| 1246 | 0.4154 | 1306 | 0.4354 | 1366 | 0.4554 | 1426 | 0.4754 | 1486 | 0.4954 |
| 1247 | 0.4157 | 1307 | 0.4357 | 1367 | 0.4557 | 1427 | 0.4757 | 1487 | 0.4957 |
| 1248 | 0.4160 | 1308 | 0.4360 | 1368 | 0.4560 | 1428 | 0.4760 | 1488 | 0.4960 |
| 1249 | 0.4164 | 1309 | 0.4364 | 1369 | 0.4564 | 1429 | 0.4764 | 1489 | 0.4964 |
| 1250 | 0.4167 | 1310 | 0.4367 | 1370 | 0.4567 | 1430 | 0.4767 | 1490 | 0.4967 |
| 1251 | 0.4170 | 1311 | 0.4370 | 1371 | 0.4570 | 1431 | 0.4770 | 1491 | 0.4970 |
| 1252 | 0.4174 | 1312 | 0.4374 | 1372 | 0.4574 | 1432 | 0.4774 | 1492 | 0.4974 |
| 1253 | 0.4177 | 1313 | 0.4377 | 1373 | 0.4577 | 1433 | 0.4777 | 1493 | 0.4977 |
| 1254 | 0.4180 | 1314 | 0.4380 | 1374 | 0.4580 | 1434 | 0.4780 | 1494 | 0.4980 |
| 1255 | 0.4184 | 1315 | 0.4384 | 1375 | 0.4584 | 1435 | 0.4784 | 1495 | 0.4984 |
| 1256 | 0.4187 | 1316 | 0.4387 | 1376 | 0.4587 | 1436 | 0.4787 | 1496 | 0.4987 |
| 1257 | 0.4190 | 1317 | 0.4390 | 1377 | 0.4590 | 1437 | 0.4790 | 1497 | 0.4990 |
| 1258 | 0.4194 | 1318 | 0.4394 | 1378 | 0.4594 | 1438 | 0.4794 | 1498 | 0.4994 |
| 1259 | 0.4197 | 1319 | 0.4397 | 1379 | 0.4597 | 1439 | 0.4797 | 1499 | 0.4997 |
| 1260 | 0.4200 | 1320 | 0.4400 | 1380 | 0.4600 | 1440 | 0.4800 | 1500 | 0.5000 |

APPENDIX B

SAMPLE K-12 SHORT COURSE REPORTING

Student A

Survey 1
July
Survey
Before
Regular

Survey 2
October
Survey
Regular
Term

Survey 3
February
Survey
Regular
Term

Survey 4
June
Survey
After
Regular

Term

1st 90 Days

2nd 90 Days

Term

| Day 1 | 1st 90 Days | | | 2nd 90 Days | | | |
|--------|---------------------------------|--------|-----------------------|--------------------------|----------------------|------------------------|-------------------------|
| | Day 30 | Day 60 | Day 90 | Day 120 | Day 150 | Day 180 | |
| | Trimester I | | Trimester II | | Trimester III | | |
| 1 2 | East & West Heritage 2100370 | | Drivers Ed 1900310 | Dual Sports 1502410 | | Photography 0108310 | Computer App 0200310 |
| 3 4 | English II 1001340 | | Algebra II 1200330 | | Biology I 2000310 | | |
| 5 | Latin II 0706310 | | | Latin II 0706310 | | | |
| 6 | Journalism II 1006310 | | | Journalism II 1006310 | | | |

Reported in Survey 2:

Reported in Survey 3:

| <u>Courses</u> | <u>Days in Term</u> |
|----------------|---------------------|
| E & W Heritage | 60 days |
| English II | 60 days |
| Latin II | 90 days |
| Journalism II | 90 days |
| Drivers Ed | 30 days |
| Algebra II | 30 days |

| <u>Courses</u> | <u>Days in Term</u> |
|-----------------------|---------------------|
| Dual Sports | 30 days |
| Algebra II | 30 days |
| Latin II | 90 days |
| Journalism II | 90 days |
| Photography | 30 days |
| Computer Applications | 30 days |
| Biology I | 60 days |

East & West Heritage, English II, and Drivers Ed are scheduled to be completed in the first 90 days and are reported with the scheduled days in term. Latin II and Journalism are yearlong courses and are reported for the first 90 days. Algebra II spans the two survey periods and is reported for the days scheduled in the first 90-day period.

Dual Sports, Photography, Computer Applications, and Biology I are scheduled to be completed in the second 90-day period and are reported with scheduled days in term. Latin II and Journalism II are reported for the full 90 days. Algebra II is reported for the days scheduled in the second 90-day period.

APPENDIX C

Florida Education Finance Program Numbers

For 2009-10, the programs and numbers listed below will be used for reporting FTE and for program cost reporting.

| Program/Category | Program Numbers To Be Used for Reporting on the Student Course Format and Cost Reporting |
|--------------------------------------|--|
| BASIC PROGRAMS | |
| K-3 Basic * | 101 |
| 4-8 Basic | 102 |
| 9-12 Basic | 103 |
| K-3 Basic, with ESE Services ** | 111 |
| 4-8 Basic, with ESE Services | 112 |
| 9-12 Basic, with ESE Services | 113 |
| EXCEPTIONAL STUDENT EDUCATION | |
| Support Level 4 | 254 |
| Support Level 5 | 255 |
| ESOL | |
| ESOL | 130 |
| Career Education 9-12 | |
| Career Education 9-12 | 300 |

* Includes Prekindergarten Students in Teen Parent Program (not ESE).

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

APPENDIX D
DOE Student Database Reporting Requirements
(October and February, Surveys 2 and 3)
For Students Participating in the John M. McKay Scholarships for Students
with Disabilities Program

School District Responsibilities

- Maintain and report student demographic data.
- Report all students attending private schools in the John M. McKay Scholarship Program from lists provided by the Department of Education.

Record Formats for Students Participating in
The John M. McKay
Scholarships for Students with Disabilities Program

Two record formats, Student Demographic Information and Student Course Schedule, are required for reporting to the DOE Information Student Database. Only one record of each type is required.

The following shows information on certain data elements to be reported. School Number 3518 should be used by all districts to report “School Number, Current Enrollment” for students participating in the John M. McKay Scholarships for Students with Disabilities Program. The “School Number, Current Instruction” is always the private school number. Additional data elements that are not listed on the record should be reported as appropriate.

Key Elements to Remember

- ⇒ Enter 0.500 FTE for each student in Survey 2 and again in Survey 3 unless you are instructed otherwise on the notification list from the Department of Education.
- ⇒ If a student appearing on the Department of Education supplied list is in a public school in your district during survey week, report that student as you would any public school student in your district with the appropriate corresponding records and school numbers.
- ⇒ The Department of Education supplied list will verify which students have had payments made on their behalf at any time during the period. For your district to receive the correct funding, you must be sure that all students on the list have been reported either in school 3518 or in the appropriate school in your district.

⇒ McKay Scholarship students who return to the school district for services may not be reported for funding through the FEFP for those additional services. Report McKay students for FEFP funding only as directed above, in a school in your district during survey week or as directed by the Department of Education generated list.

- **Student Demographic Information**

| | |
|--|--------------------------------|
| District Number, Current Enrollment | Use reporting district number. |
| District Number, Current Instruction/Service | Use reporting district number. |
| School Number, Current Enrollment | Use school number 3518. |

- **Student Course Schedule**

| | |
|------------------------------------|---|
| School Number, Current Enrollment | Use school number 3518. |
| School Number, Current Instruction | Always use private school number. |
| Course Number | Use McKay Scholarships Program Course Number, 222222. |
| FEFP Program Number | Use 111-113 for basic program with ESE services, and 254-255 for ESE. |

APPENDIX E

DOE Student Database Reporting Requirements for Virtual School Students

NOTE: This appendix applies to students participating in school district virtual instruction programs, the Florida Virtual School, and approved franchises of the Florida Virtual School.

School District Virtual Instruction Programs

Student eligibility and funding for School District Virtual Instruction programs are described in Section 1002.45(5) and (7), and Section 1011.62(1)(c), Florida Statutes (F.S.).

- *For purposes of a school district virtual instruction program, “full-time equivalent” has the same meaning as provided in Section 1011.61(1)(c)1.b.(III) or (IV).*
- *The school district in which the student resides shall report full-time equivalent students for the school district virtual instruction program to the Department in a manner described by the Department and funding shall be provided through the Florida Education Finance Program. Funds received by the school district of residence for a student in a virtual instruction program provided by another school district under this section shall be transferred to the school district providing the virtual instruction program.*
- *A student may enroll in a virtual instruction program provided by the school district in which he or she resides if the student meets at least one of the following conditions: (a) the student has spent the prior year in attendance at a public school in Florida and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the Florida Education Finance Program surveys, (b) the student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to Florida pursuant to the parent’s permanent change of station orders, or (c) the student was enrolled during the prior school year in a school district virtual instruction program under Section 1002.45, F.S., or a K-8 Virtual School Program under Section 1002.415, F.S.*
- *The program shall be full-time for students enrolled in kindergarten through grade 12 and full-time or part-time for students in grades 9-12 enrolled in dropout prevention and academic intervention programs under Section 1003.53, F.S., or in Department of Juvenile Justice education programs under Section 1003.52, F.S.*
- *A full-time equivalent student for students in grades 6 through 12 in a school district virtual instruction program shall consist of six full credit completions. Credit completions can be a combination of either full credits or half credits.*

- “Core-curricula courses” for the purpose of calculating the maximum class size requirements are not included in the calculation if they are offered through a K-8 or school district virtual instruction program.

School District Virtual Instruction Programs: Grades K-5

The school district in which the student resides shall report full-time students in grades K-5 using the school number 7001.

Fundable FTE may be earned and reported for students who successfully complete the virtual instruction program and are promoted to a higher grade level. Students enrolled in a school district virtual instruction program shall be reported with a basic FEFP Program Number (101-102 or 111-112, as appropriate) in Surveys 2 and 3, with *FTE Earned, Course* equal to 0.0000. Students who successfully complete the school district virtual instruction program should be reported in Survey 4 with a total *FTE Earned, Course*, across all courses reported, equal to 1.0000. Students who do not successfully complete the school district virtual instruction program should be reported in Survey 4 with *FTE Earned, Course* equal to 0.0000 on all student course records.

Student Demographic Information

| | |
|--|---|
| District Number, Current Enrollment | District providing the virtual instruction program. |
| District Number, Current Instruction/Service | District providing the virtual instruction program. |
| School Number, Current Enrollment | Use school number 7001. |
| Residence County | The county in which the student resides. |

Student Course Schedule

| | Surveys 2 and 3 | Survey 4 |
|------------------------------------|--|---|
| School Number, Current Enrollment | Use school number 7001. | Use school number 7001. |
| School Number, Current Instruction | Use school number 7001. | Use school number 7001. |
| FEFP Program Number | Use 101-102 or 111-112 for basic program | Use 101-102 or 111-112 for basic program. |
| FTE Earned, Course | 0.0000 | Total of 1.0000 for students who successfully complete the school district virtual instruction program; 0.0000 for students who do not successfully complete. |
| Virtual Instruction Provider | Use code to designate provider of virtual instruction. | Use code to designate provider of virtual instruction. |

Also report all other data elements and formats that apply to the student.

School District Virtual Instruction Programs: Grades 6-12

School district virtual instruction programs may serve students in grades 6-12 on a full-time basis, or on a part-time basis for students in grades 9-12 enrolled in dropout prevention and academic intervention programs under Section 1003.53, F.S., or Department of Juvenile Justice education programs under Section 1003.52, F.S. Full-time students must be reported by the district in which the student resides using school number 7001.

Courses taken by students enrolled in a school district virtual instruction program shall be reported with a basic or career education FEFP Program Number (102, 103, 112, 113, or 300 as appropriate) in Surveys 2 and 3, with *FTE Earned*, *Course* equal to 0.0000. All virtual courses attempted should be reported in Survey 4, but *FTE Earned*, *Course* greater than 0.0000 should only be reported for those courses in which the student earned half or full credits.

Student Demographic Information

| | |
|--|--|
| District Number, Current Enrollment | For full-time students, use the district providing the instruction. For part-time students, use the district providing the non-virtual instruction. For Department of Juvenile Justice (DJJ) students, use the district to which the DJJ school belongs. |
| District Number, Current Instruction/Service | For full-time students, use the district providing the instruction. For part-time students, use the district providing the non-virtual instruction. For Department of Juvenile Justice (DJJ) students, use the district to which the DJJ school belongs. |
| School Number, Current Enrollment | For part-time students, use the student's school number of enrollment. For full-time students, use 7001. For DJJ students, use the DJJ school number. |

Student Course Schedule

| | Surveys 2 and 3 | Survey 4 |
|------------------------------------|---|---|
| School Number, Current Enrollment | For part-time students, use the student's school number of enrollment. For full-time students, use 7001. For DJJ students, use the DJJ school number. | For part-time students, use the student's school number of enrollment. For full-time students, use 7001. For DJJ students, use the DJJ school number. |
| School Number, Current Instruction | For virtual instruction courses, use school number 7001. | For virtual instruction courses, use school number 7001. |
| FEFP Program Number | Use 102, 103, 112, 113, or 300. | Use 102, 103, 112, 113, or 300. |
| FTE Earned, Course | 0.0000 | 0.0000 if no credit is earned; > 0.0000 if credit is earned. |
| Virtual Instruction Provider | Use code to designate provider of virtual instruction. | Use code to designate provider of virtual instruction. |

Also report all other data elements and formats that apply to the student.

Florida Virtual School Franchises

FTE reporting for approved franchises of the Florida Virtual School is described in Section 1002.37(4), F.S.

All approved franchises of the Florida Virtual School should report FTE under the school number 7004 and the two-digit district number.

To earn FTE through an approved franchise of the Florida Virtual School that has been certified by the Commissioner of Education, the virtual instruction must be provided by the school district.

All FTE earned by franchises of the Florida Virtual School must be reported on a successfully completed credit basis. The completion of six credits is equal to one unweighted FTE. A fraction of an FTE may be reported.

Courses taken by students enrolled in a franchise of the Florida Virtual School shall be reported with a basic FEFP Program Number (102-103 or 112-113, as appropriate) in Surveys 2 and 3, with *FTE Earned, Course* equal to 0.0000. All virtual courses attempted should be reported in Survey 4, but *FTE Earned, Course* greater than 0.0000 should only be reported for those courses in which the student earned half or full credits.

Student Demographic Information

| | |
|--|---|
| District Number, Current Enrollment | Use reporting district number. |
| District Number, Current Instruction/Service | Use reporting district number. |
| School Number, Current Enrollment | Use the student's school number of enrollment or, for full-time students, use 7004. |

Student Course Schedule

| | Surveys 2 and 3 | Survey 4 |
|------------------------------------|---|---|
| School Number, Current Enrollment | Use the student's school number of enrollment or, for full-time students, use 7004. | Use the student's school number of enrollment or, for full-time students, use 7004. |
| School Number, Current Instruction | Use school number 7004. | Use school number 7004. |
| FEFP Program Number | Use 102, 103, 112, or 113 for basic program. | Use 102, 103, 112, or 113 for basic program. |
| FTE Earned, Course | 0.0000 | 0.0000 if no credit is earned; > 0.0000 if credit is earned. |

Credit completed by a student in a virtual class in excess of the minimum required for that student for high school graduation is not eligible for funding.

Also report all other data elements and formats that apply to the student.

Florida Virtual School

FTE reporting for the Florida Virtual School is described in Section 1002.37(3)(a), F.S.

- *School districts may not earn or report FTE for direct instruction provided by the Florida Virtual School unless the instruction is provided by the school district virtual instruction program through a contract with the Florida Virtual School.*
- *All FTE earned by the Florida Virtual School must be reported on a successfully completed credit basis. The completion of six credits is equal to one unweighted FTE. A fraction of an FTE may be reported.*

To receive funding, students must successfully complete Florida Virtual School courses. Course completions may be reported during the regular 180-day school year and during the summer. Fundable FTE may be earned and reported in student surveys 1, 2, 3, and 4. Each half credit successfully completed generates 0.0834 FTE.

Credit completed by a student in excess of the minimum required for that student for high school graduation is not eligible for funding.

FTE should be reported for funding in the survey that corresponds with the period during which the student successfully completed the course.