

**Florida Department of Education
Bureau of PK-12 Education Information Services
and Office of Funding and Financial Reporting**

FTE General Instructions 2015-16



Questions and comments regarding this publication should be directed to:
Bureau of PK-12 Education Information Services, Florida Department of
Education, 325 West Gaines Street, Room 544, Tallahassee, Florida 32399-
0400, (850) 245-0400, ASKEIAS@fldoe.org

FTE General Instructions

2015-16

Introduction	vi
General Guidelines for Reporting	1
Regular School Year.....	1
Hourly Equivalent to 180-Day School Year	2
End-of-Course Assessment	2
Extended School Year Survey Periods	2
Year-Round School Program Survey Periods	3
Alternate Survey Period.....	3
Courses Eligible for Florida Education Funding Program Funding During Regular 180-Day School Year.....	4
Courses Reported Beyond Regular 180-Day School Year (Summer School and Year-Round School Intersessions)	5
Common Student Identifier	6
Student Number Identifier, Florida	6
New Students	6
Students who Move within the Florida Public School System	7
Students Shared Between School Districts	7
Recalibration of FTE to 1.0	8
Specific Guidelines for Reporting	9
Determining FTE Reported by Student and Course for Classes Operating During Survey Week	9
Step 1: Setting “Date Certain”	9
Step 2: Student Course Schedule Record	9
Step 3: Membership/Enrollment.....	10
Step 4: Attendance	11
Step 5: Verification.....	12
Step 6: Reporting Priority and FEFP Program Number Assignment	12
Step 7: Reporting FTE Reported, Course	13
Determining FTE Reported, Course	16
Reporting Block-Scheduled Classes for FTE.....	16
Reporting <i>FTE Reported, Course</i> for Summer Sessions.....	17

Reporting <i>FTE Reported, Course</i> for End-of-Course Assessments	17
Step 8: Local Edit Process	17
Step 9: Conversion to Student Course Schedule Format	19
Step 10: Audit File	19
Step 11: FTE Amendments.....	19
Additional Instructions/Information	20
Advanced Placement.....	20
International Baccalaureate	20
Advanced International Certificate of Education.....	21
Industry-Certified Career Education	22
Early Graduation.....	23
Dual Enrollment	24
Blended Learning Courses	28
Virtual School Courses Delivered on a Public School Campus	28
Virtual Instruction Delivered Through the District	28
Dropout Prevention Programs	29
English for Speakers of Other Languages (ESOL), FEFP Program Number 130.....	29
FTE Calculation and Reporting for Students in Department of Juvenile Justice and Juveniles Incompetent to Proceed Educational Programs	29
Definition of Department of Children and Families/Department of Juvenile Justice Clients	31
Reporting Nonpublic School or Home Education Students for FTE Funding	32
Reporting “Additional School Year” Students.....	32
Reporting Hospital/Homebound Students	33
Reporting Therapies Occurring Less than Weekly	33
Non-Resident ESE Students in Residential Facilities.....	34
Local Record Keeping Procedures	35
Requirements	35
APPENDIX A Schedule of State Processing Dates	37
APPENDIX B Florida Education Finance Program Numbers and Cost Factors.....	38
APPENDIX C DOE Student Database Reporting Requirements for Students Participating in the John M. McKay Schoarships for Students with Disabilities....	39
APPENDIX D DOE Student Database Reporting Requirements for Virtual School Students.....	41

**APPENDIX E 2015-16 Course Code Directory Courses That Do Not Generate FTE
for FEFP Funding55**

Introduction

The “FTE General Instructions 2015-16” includes new items and items that have been revised for clarification.

Page 12 – Updated list of examples of students and courses that do not meet FEFP eligibility requirements.

Page 13 – Added conversion methodology for calculating the FTE Reported, Course for each classification of student based on number of instructional hours in a school year. Removed the Appendix with FEFP Membership Minutes per week and their equivalent value of FTE Reported, Course due to new conversion methodology for calculating FTE.

Page 20 – Added the schedule for when Add-on bonus FTE is pulled and used in the FEFP Calculations.

Page 23 – Added section about CAPE Innovation Courses.

Page 30 – Added maximum amount of FTE that can be reported for DJJ students in Surveys 1 and 4 combined.

Page 42 – Clarified definition of successful completion of a virtual course.

Page 48 – Updated the Virtual Charter School section regarding the use of approved virtual instruction providers.

Page 55 – Added new Appendix with list of courses that do not generate FTE funding.

Overview

The 2015-16 Florida Education Finance Program (FEFP) provides funding for a 180-day regular school year or the hourly equivalent of 180 days, with the following exceptions:

- Department of Juvenile Justice (DJJ) programs
- Juveniles Incompetent to Proceed (JITP) programs
- The Florida Virtual School
- Virtual instruction programs and virtual charter schools for the purpose of course completion and credit recovery pursuant to Sections 1002.45 and 1003.498, Florida Statutes (F.S.)

However, Supplemental Academic Instruction (SAI) Allocation and the Reading Allocation funds may be used for PK-12 courses offered beyond the regular 180-day school year, including intersessions. 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, franchises of the Florida Virtual School, district virtual instruction programs, district virtual course offerings, virtual courses delivered on a public school campus, and virtual charter schools will be funded on the basis of successful course completion. Details on the reporting of FTE for students in these virtual education programs can be found in Appendix D of these instructions.

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 B 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 career and technical education and adult general education programs have been funded through Workforce Development since 1997-1998.

All adult postsecondary career and technical education and adult general education program information is reported through the Workforce Development Information System (WDIS), with the exception of the portion of career 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 and extended school year.
2. The second section provides specific procedures for reporting common student identifiers and the funding implications resulting from non-matching student identifications.
3. The third section describes the recalibration of FTE to 1.0 and the reporting guidelines.
4. The fourth section provides specific procedures, including records reporting, FTE reporting prioritization by FEFP program, calculation of FTE, the edit process, and procedures specific to PK-12 education.
5. The fifth section provides special instructions for reporting Advanced Placement courses, International Baccalaureate courses, Advanced International Certificate of Education courses, Industry-Certified Career Education courses, Online Course Requirements, Early Graduation, dual enrollment courses, Blended Learning courses, virtual courses delivered on a public school campus, Dropout Prevention Programs, and students enrolled in 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.
6. The sixth section provides information on local record-keeping procedures.
7. Appendix A provides the schedule of state processing dates.
8. Appendix B provides a list of FEFP programs eligible for FTE funding for the current school year.

9. Appendix C provides information on reporting requirements for students participating in the John M. McKay Scholarships for Students with Disabilities Program.
10. Appendix D provides Virtual School reporting instructions.
11. Appendix E provides a list of Course Code Directory courses that do not generate FTE for FEFP funding.

General Guidelines for Reporting

Regular School Year

A separate Student Course Schedule format record must be reported for each class in which a PK-12 student is in membership during each Survey Period, **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.

The survey periods for record determination are set annually by the Commissioner of Education. For FTE reporting, 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 including the Advanced Placement, Advanced International Certificate of Education, and International Baccalaureate programs. Supplemental FTE for successful completion of a career-themed course pursuant to Sections 1003.491, 1003.492, 1003.493, and 1003.4935, F.S., and issuance of the highest level of industry certification is also reported in Survey 5. Students who graduate early during the 2015-16 fiscal year under Section 1011.62(1)(p), F.S., will also be reported in Survey 5. The data for this survey period covers the entire school year and is due at the beginning of August. **It is critical that districts correctly report the FTE associated with these programs during the survey period processing time frame.**

Hourly Equivalent to 180-Day School Year

Each school district that participates in the state appropriations for the Florida Education Finance Program must operate all schools for a term of 180 actual teaching days as prescribed by Section 1011.60(2), F.S., or the hourly equivalent of 180 actual teaching days, as prescribed in Rule 6A-1.045111, Florida Administrative Code (FAC). The hourly equivalent for kindergarten through grade 3 is 720 instructional hours and 900 instructional hours for students in grades 4 through grade 12.

For a school operating on a double-session calendar, the hourly equivalent for kindergarten through grade 3 is 630 instructional hours and 810 instructional hours for students in grades 4 through grade 12.

End-of-Course Assessment

For each full-time student who passes a statewide standardized end-of-course assessment without ever being enrolled in the corresponding course, the district may report 1/6 of an FTE per course as prescribed in Section 1011.61(1)(c)(VIII), F.S. These students should be reported in Survey Period 4 on the Student Course Schedule format. These students should be reported under FEFP program numbers 103 or 102 in period number 9800. Funding for these students will be calculated in the Final FEFP calculation.

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 reported in Survey 4 (June) and Survey 1 (July) and are not eligible for FEFP funding.

Year-Round School Program Survey Periods

Survey periods for the Year-Round School Program are the same as for the regular fiscal year. 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 become 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 Reported, 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(13)(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.

The alternate survey date must be established by the Commissioner prior to conducting the scheduled statewide survey. 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 requests an 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.

Courses Eligible for FEFP 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, Student Course Schedule records should be transmitted for students in PK-12 programs/classes that operate outside of survey week during the time frame covered by the Survey Period. Please see Appendix D for virtual school student reporting requirements.

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, except Department of Juvenile Justice programs, Juveniles Incompetent to Proceed (JITP) programs, and Florida Virtual School courses, are not funded through the FEFP. The FTE for intersession and summer school courses is reported even though the FTE does not earn FEFP funds.

For the purpose of course completion and credit recovery pursuant to Sections 1002.45 and 1003.498, F.S., virtual instruction programs and virtual charter schools may operate beyond the regular 180-day school year, in accordance with Section 1011.61(1)(c)2., F.S., and may report FTE for funding through the FEFP. Please refer to Appendix D for more detailed reporting instructions.

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 Reported, 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.

Common Student Identifier

Student Number Identifier, Florida

The Florida Education Finance Program funding calculations, including the calculations authorized in Sections 1011.62, 1011.67, 1011.68, and 1011.685, F.S., shall include funding for a student only when all of the student's records are reported to the Department of Education under a common student identifier.

Each district school board shall request that each student enrolled in a public school in this state provide his or her social security number, pursuant to Section 1008.386, F.S. Each school district shall use social security numbers as student identification numbers in the management information system maintained by the school district. A student satisfies this requirement by presenting to school enrollment officials his or her social security card or a copy of the card. The school district shall include the social security number in the student's permanent records and shall indicate if the student identification number is not a social security number. The Department of Education will provide assistance to school districts to assure that the assignment of student identification numbers other than social security numbers is kept to a minimum and to avoid duplication of any student identification number.

Student Number Identifiers should **never** be **reassigned** to another student, even if the student graduates or leaves the school district. The *Student Number Identifier, Florida* and *Student Number Identifier-Alias, Florida* assigned by the initial district of entry **should remain with the student throughout the student's enrollment** in Florida's PK-12 public schools, adult general education programs, and career and technical education programs.

New Students

The *Student Number Identifier, Florida* equals the social security number followed by an "X." If a student does not provide a social security number, the initial school district of entry should assign the *Student Number Identifier, Florida* using the method prescribed by the Department of Education (DOE). The first two digits of the identifier issued must represent the **district of initial entry** into the Florida public school system. The last eight digits of the student identifier issued are district-defined to represent a unique student number within the district of original assignment.

Upon a student's initial enrollment, the district copies the student's *Student Number Identifier, Florida* to the *Student Number Identifier - Alias, Florida* field, and this number **must never change**.

Students who Move within the Florida Public School System

The *Student Number Identifier, Florida* should remain the same as the number initially created by the first district of enrollment. This requires school districts to provide the *Student Number Identifier, Florida* within a reasonable timeframe to the student's new district.

This identifier must **never** change from the number assigned by the first district of enrollment, with the following **exceptions**:

- Student provides his or her social security number at a later date, or
- Student's social security number is incorrect as entered.

In both of these exceptions the district must update the student's existing Student Number Identifier, Florida. However, the Student Number Identifier - Alias, Florida, **must remain the constant**.

Students Shared Between School Districts

Students shared between districts or with FLVS within the same reporting survey (different districts of instruction) must be reported using the same *Student Number Identifier, Florida*. This requires the district of enrollment to cooperate in providing the *Student Number Identifier, Florida* within a reasonable timeframe to other districts providing instruction to the student.

Recalibration of FTE to 1.0

All student FTE enrollment shall be capped at 1.0 FTE, except for FTE reported by Department of Juvenile Justice (DJJ) students beyond the 180-day school year. School districts should report all FTE enrollment regardless of the 1.0 FTE cap. The Department will combine all FTE enrollment reported for the student by all districts, including the FLVS Part-time Program. The Department will then recalibrate all reported FTE enrollment for each student to 1.0 FTE, if the sum of all reported FTE for the student exceeds 1.0 FTE. The FTE reported for DJJ FTE enrollment earned beyond the 180-day school year is not included in the recalibration to 1.0 FTE. If a student only has FTE enrollment reported in one survey (Survey 2 or Survey 3), the FTE reported will be capped at 0.5 FTE including FTE reported in Survey 1 and Survey 4, except for FTE reported by DJJ students beyond the 180-day school year.

Specific Guidelines for Reporting

Determining FTE Reported 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 Reported*, *Course* and for meeting other state information requirements must be developed for each course in which the student is in membership. For more information regarding data elements, please see the student data element requirements at <http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2015-16-student-info-system/index.stml>. 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 Reported, Course (set to 0000 [all zeros])
 12. FTE Eligibility Flag
- C. Other Data
1. Grade Level
 2. Alias Number Identifier
 3. English Language Learners: Instructional Model
 4. Year-Round/Extended School Year FTE Indicator
 5. Dual Enrollment Indicator
 6. Career and Technical Education/Adult General Education Program Code
 7. Location of Student

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 or she is **officially assigned** to a course or program by a school or district.

Students who are not in membership during survey week should not be reported for FTE. 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 the following exceptions. 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 Reported, Course*. These records should be sent along with the records that will be addressed in Steps 4-10.

Step 4: Attendance

To receive FEFP funding for students, the district must determine whether students who have met the membership requirement have also met the attendance requirement outlined below. Using the Automated Student Attendance Record Keeping System, the district must verify that the student has been in attendance during the 11-day window.

A student is considered to have met the attendance requirement if the student has been in attendance at least one day of survey week or on one of the six scheduled school days preceding the survey week when the 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 Reported, 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. Private postsecondary course numbers are valid for courses in which a student is dually enrolled at such an institution.

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. Other elements should be completed and verified as they relate to that course for that student.

Step 6: Reporting Priority and FEFP Program Number Assignment

Report all student course records using the appropriate FEFP program number. Please refer to Appendix B for a list of FEFP programs and program cost factors.

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 (see page 33) and dual enrollment students (see pages 24-27).

Use FEFP Program 999 for students who are not eligible for FEFP funding. Examples of students and courses that do not meet FEFP eligibility requirements include:

- Voluntary Prekindergarten (VPK) students (except for any time they are receiving part-time ESE services at the public school) and are not full-time Prekindergarten students
- Students not meeting the attendance requirements
- Dual enrollment laboratory courses funded through the corresponding lecture courses
- Courses in the Course Code Directory identified as not generating FTE funding (see Appendix E)

- Students in grades 7 through 12 who are enrolled for more than four semesters in exploratory career education
- Private school students served with Individuals with Disabilities Education Act (IDEA) funds

Pursuant to Section 1004.925, F.S., all automotive service technology programs must be industry certified. The State Board of Education adopted Rule 6A-6.05731, F.A.C. regarding the certification requirements for these programs. Effective with the 2013-14 school year, students enrolled in automotive service technology education programs that are not industry certified are not eligible to be reported for state funding. For any school with enrollments in automotive service technology programs in 2010-11, fundable FTE may not be reported for students in 2015-16 until such time as the program is certified in accordance with the law and State Board of Education rule. For programs established after 2010-11, school districts have three years for their programs to become certified. For information about courses in automotive service technology programs, please see the career and technical education curriculum frameworks at <http://fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks>. Courses not eligible for FEFP funding should be reported using Program 999.

Step 7: Reporting *FTE Reported, Course*

The number of hours for which a PK-12 student may report FTE is based on 900 hours per 180-day school year with the exception of DJJ students and JITP students. (See the section on FTE Calculation and Reporting for Students in Department of Juvenile Justice Educational programs.)

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 1500 minutes weekly 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* which, aggregated across all courses on an annual basis, are greater than or equal to 720 hours but less than or equal to 900 hours. FTE per minute for Survey 2 or 3 is equal to 0.00041667 FTE. **To determine the amount of FTE to report, multiply the number of *Class Minutes, Weekly* by 0.00041667, and round up to the 4th decimal place.**

$$\text{Class Minutes, Weekly} \times 0.00041667 = \text{FTE}$$

Example:

$$250 \text{ Class Minutes, Weekly} \times 0.00041667 = 0.1042 \text{ FTE}$$

- B. Students in Grade Level 4-12 who have *Class Minutes, Weekly* which, aggregated across all courses on an annual basis, are equal to 900 hours. FTE per minute for Survey 2 or 3 is equal to 0.00033333 FTE. **To determine the amount of FTE to report, multiply the number of *Class Minutes, Weekly* by 0.00033333 and round up to the 4th decimal place.**

$$\text{Class Minutes, Weekly} \times 0.00033333 = \text{FTE}$$

Example:

$$250 \text{ Class Minutes, Weekly} \times 0.00033333 = 0.0834 \text{ FTE}$$

- C. 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. FTE per minute for Survey 2 or 3 is equal to 0.00047619 FTE. **To determine the amount of FTE to report, multiply the number of *Class Minutes, Weekly* by 0.00047619, and round up to the 4th decimal place.**

$$\text{Class Minutes, Weekly} \times 0.00047619 = \text{FTE}$$

Example:

$$250 \text{ Class Minutes, Weekly} \times 0.00047619 = 0.1191 \text{ FTE}$$

- D. 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. FTE per minute for Survey 2 or 3 is equal to 0.00037037 FTE. **To determine the amount of FTE to report, multiply the number of *Class Minutes, Weekly* by 0.00037037 and round up to the 4th decimal place.**

$$\text{Class Minutes, Weekly} \times 0.00037037 = \text{FTE}$$

Example:

$$250 \text{ Class Minutes, Weekly} \times 0.00037037 = 0.0926 \text{ FTE}$$

- E. Students in schools using a calendar with fewer than 1200 minutes per week for students in grade levels PK-3 or fewer than 1500 minutes a week for grade levels 4-12, for more than 180 instructional days. The “length of the school week” in the formula below would be equal to the weekly instructional minutes taught at the school. Therefore, the “length of the week” would always be less than 1200 minutes for grade levels PK-3 and less than 1500 minutes for grade levels 4-12.

For those students who fall in category E above, the value of *Class Minutes, Weekly* should be converted to a value based on 1500 minutes. For part-time students, the conversion should be based on the same number of hours as for 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 Reported, 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*

To determine the amount of FTE to report, multiply the converted value in *Class Minutes, Weekly* by 0.00033333.

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

The net effect of this conversion equation is to put all course records on the basis of 1500 weekly minutes for the purpose of reporting *FTE Reported, Course*. Using the equation above, a class that meets 220 class minutes during a school week of 1200 minutes would convert to a value of 275 class minutes, based upon a school week of 1500 class minutes (900 hours annually). See the example below:

$$\frac{220}{1200} = \frac{275}{1500}$$

The converted value in *Class Minutes, Weekly* is then multiplied by 0.00033333 FTE to determine the reported FTE value.

$$275 \times 0.00033333 = 0.0917 \text{ FTE}$$

Determining FTE Reported, Course

After equalizing the value of *Class Minutes, Weekly* for the students in the previous section, the following is required for all courses during Survey Periods 2 and 3:

- A. Using the course records from Step 6, determine the number of FEFP membership minutes the student is in membership for the first course. Using that value of *FEFP Membership Minutes, Weekly*, multiply the appropriate FTE per minute factor in this section to calculate the value of *FTE Reported, Course*. This value will be reported as the *FTE Reported, Course* for that course.
- B. For each subsequent course record for a student, repeat the process in step A above. The resulting value is then added to the aggregated value of *FTE Reported, Course*. Repeat this process until there are no courses remaining to be considered for the student. A student's total reported FTE may exceed 1.0 FTE, prior to the recalibration by the Department.

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 Reported, 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.

Reporting *FTE Reported, Course* for Summer Sessions

Within the PK-12 education program, summer 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. This section does not apply to Virtual Instruction Courses.

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

Reporting *FTE Reported, Course* for End-of-Course Assessments

For full-time students who pass a statewide standardized end-of-course assessment without ever being enrolled in the corresponding course, the district may report 1/6 of an FTE per course. These students should be reported in Survey Period 4 and will be funded in the Final FEFP calculation. The district must submit a Student Course Schedule record with the Course Number corresponding to the end-of-course assessment passed and a Period Number of 9800. No matching Teacher Course record is required.

Step 8: Local Edit Process

Using the records and all of the reported values of *FTE Reported, 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. 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**. Total membership hours for school site, non-school site, on-the-job training, and cooperative training programs shall not exceed 25 hours per week of funded membership. Total membership hours in such cases may not exceed normal student membership hours for students in that school.

B. 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.

C. 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 3 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 3 reported in FEFP Program Numbers 111, 254, or 255 with disabilities (Exceptionality, Primary).

Voluntary Prekindergarten (VPK) students 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 part-time PK students may be reported for time receiving ESE services for ESE programs that are funded through the FEFP. The student should only be reported in an ESE program for the time receiving ESE instruction. Any remaining time should be reported as FEFP Program Number 999.

D. Survey Period Code

Except as indicated in Appendix D, 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.

E. Verification of Requirements

Verify that the requirements of Section 1001.42, F.S., and Rule 6A-1.09441, F.A.C., 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 edits supplied by the Department of Education.

Step 10: Audit File

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

Step 11: FTE Amendments

Rule 6A-1.0451(4), F.A.C., 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; and 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

Add-on bonus FTE submitted in Survey 5 for Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry-Certified Career Education and Early Graduation will be pulled from the FTE database at the following times: 1) for the FEFP Third Calculation at the end of Survey 2 state processing and 2) for the FEFP Fourth Calculation at the end of Survey 3 state processing.

Advanced Placement

For a district to earn additional FTE for students in advanced placement courses, they must meet the following reporting requirements:

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 Reported, 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 Additional Funding** 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.**

International Baccalaureate

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

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 Additional Funding 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 0.16 additional FTE for each subject area. Multiple values of 0.16 may be recorded for the student, as appropriate, for the element *FTE Reported, International Baccalaureate Score* on the **Student Additional Funding** 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 Reported, International Baccalaureate Diploma* on the **Student Additional Funding** 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 the following special circumstances:

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 Additional Funding 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 FTE 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 Reported, Advanced International Certificate of Education Score* on the **Student Additional**

Funding format. Records submitted with values that are not multiples of 0.08 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 Reported, Advanced International Certificate of Education Diploma* on the **Student Additional Funding** format. **Only the value of 0.30 FTE may be recorded for this element; otherwise, the record will be rejected.**

Industry-Certified Career Education

2014-15 and 2015-16 Survey 5

CAPE Digital Tool Certificates

A value of 0.025 full-time equivalent student membership shall be calculated for CAPE Digital Tool certificates identified on the CAPE Industry Certification List and earned by students in elementary and middle school grades.

CAPE Industry Certifications

A value of 0.1 or 0.2 FTE student membership shall be calculated for each student who completes a career-themed course as defined in Section 1003.493(1)(b), F.S., and who is issued a CAPE Industry Certification identified annually on the CAPE Industry Certification Funding List approved under rules adopted by the State Board of Education. A value of 0.2 FTE student membership shall be calculated for each student who is issued a CAPE Industry Certification that has a statewide articulation agreement for college credit approved by the State Board of Education. For CAPE Industry Certifications that do not articulate for college credit, a value of 0.1 FTE student membership shall be calculated for each certification.

CAPE Acceleration Industry Certifications

A value of 0.5 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications identified on the CAPE Industry Certification Funding List that articulate for 15 to 29 college credit hours.

A value of 1.0 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications identified

on the CAPE Industry Certification Funding List that articulate for 30 or more college credit hours pursuant to CAPE Acceleration Industry Certifications approved by the commissioner.

CAPE Innovation Course

A value of 0.3 full-time equivalent student membership shall be calculated for each student who meets the academic and career performance expectations of the CAPE Innovation Course. CAPE Innovation Courses are also Advanced Placement courses and funding may only be calculated for one type of additional FTE membership. In Survey 5 reporting, students who are reported with an industry certification outcome of “P” for the CAPE Innovation Course on the Industry Certification Outcome data element may not also be reported for the 0.16 Advanced Placement additional FTE calculation (for information see <http://www.fldoe.org/core/fileparse.php/12026/urlt/1516-140500.pdf>).

General Notes

The career-themed course in which the student participated must be reported on the Industry Certification Format record in the current year, with the student reported earning an industry certification on the CAPE Industry Certification Funding List in the course.

The maximum FTE student membership value for any student in grades K through 8 is 0.1.

Early Graduation

Districts may earn additional FTE for students who graduate early pursuant to Section 1003.4281, F.S. Pursuant to Section 1011.62(1)(p), F.S., a district may earn 0.25 additional FTE for a student who graduates one semester in advance of the student’s cohort and 0.5 additional FTE for a student who graduates 1 year or more in advance of the student’s cohort. The additional FTE is reported by the school district where the student graduated.

The district must submit a Student Additional Funding format in Survey 5 for the student with the additional FTE amount indicated in the element *FTE Reported, Early Graduates* following the student's graduation.

The district of current enrollment, from which early graduation is claimed, will receive the funding for the early graduation. If the student was enrolled in the district as a full-time high school student for at least 2 years, the district shall report the additional FTE for payment in the subsequent fiscal year. If the student was enrolled in the district for less than 2 years, the district of enrollment shall report the additional FTE and shall transfer a proportionate share of the funds earned for early graduation to the district in which the student was previously enrolled.

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 applied academics for adult education instruction, developmental education 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.

The element, *Location of Student*, should be used to report the location of the student when the student is receiving dual enrollment instruction. Please refer to the data element "Location of Student" at <http://www.fldoe.org/core/fileparse.php/12026/urlt/1516-197241.pdf> for more information.

Academic Dual Enrollment

For dual enrollment students at either a public or private college or university for which a district dual enrollment articulation agreement exists per Section 1007.271, F.S., the procedures below must be followed. **Please note, dual enrollment/early admittance 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 or ineligible private college or university or in a home education program. Students who are dually enrolled in the **Florida College System, State University System, or an eligible private 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 college or university;
3. The FEFP Program Number must be 103 or 113;
4. The value of *FTE Reported, 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. The Dual Enrollment Indicator must be “A” or “E”; and
7. A teacher course record format must be created for the course.

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

Career Dual Enrollment

Applied academics 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, career 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 or 113.

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

- 1. Postsecondary Career Instruction Provided at a 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 Reported, Course* in the Basic FEFP Program Number 103 or 113. The value of *FTE Reported, 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 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 career dual enrollment instruction is reported in WDIS.

2. Postsecondary Career Instruction Provided at a Florida College in the Same School District

Students who are dually enrolled in the **Florida College System or a private college** for career instruction and who meet all eligibility requirements should be reported by the district of enrollment as described in the previous section. The *School Number, Current Instruction/Service* element should be the college number (C901-C928).

The Dual Enrollment Indicator must be “B,” “C,” or “E,” as appropriate.

3. Postsecondary Career Instruction Provided by the Florida College System or Private College Personnel on the Campus of a Secondary School

When the postsecondary career instruction is provided by the Florida College System or private 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 Reported, 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 Dual Enrollment Indicator must be “B” or “C,” as appropriate.

In addition to the student course records, matching teacher course records must be submitted.

4. Postsecondary Career Instruction Provided at a 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 career instruction at a technical center operated by the same school district.

The secondary school must report the dual enrollment (postsecondary career) courses with the Basic FEFP Program 103. The value of *FTE Reported, 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.

5. Postsecondary Career 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 career instruction at the student’s high school campus operated by the school district.

The secondary school must report the dual enrollment (postsecondary career) courses with the Basic FEFP Program 103. The value of *FTE Reported, 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.

Blended Learning Courses

Pursuant to Section 1002.321(4)(e), F.S., a blended learning course consists of both traditional classroom and online instruction. FTE student reporting of blended learning courses for funding under the Florida Education Finance Program continues to be reported based on seat time. Blended learning courses are identified on the data element, *Blended Learning Course*, reported on the Teacher Course Format. Please refer to the data element “Blended Learning” at <http://www.fldoe.org/core/fileparse.php/12026/urlt/1516-197247.pdf> for more information.

Virtual School Courses Delivered on a Public School Campus

Districts should report virtual school courses delivered on the public school campus during the regular school day using the proper indicator on the data element, *Location of Student* on the Student Course Schedule Record. This element is required for courses instructed in schools 7001, 7004, 7006 and 7023; for courses instructed in a virtual charter school; for courses instructed by the Florida Virtual School (district of instruction 71); and Florida Virtual School courses under contract with the district to be offered on the public school campus. Please refer to Appendix D for detailed reporting instructions.

Virtual Instruction Delivered Through the District

District virtual instruction programs should continue to be reported with the following school numbers: 7001 (VIP through private providers and state college providers), 7004 (FLVS franchise), 7006 (district virtual course offerings), and 7023 (VIP through district providers). Virtual charter schools each have distinct school numbers. Courses delivered through these programs or FLVS are reported based on successful completions regardless of the location of the student. Please refer to Appendix D for detailed reporting instructions.

Dropout Prevention Programs

Dropout Prevention and Teenage Parent Programs, including Educational Alternatives Grades 4-8, and 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 a student with a disability, 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. These courses are also listed in Appendix DD, Courses Eligible for English Language Learners (ELL) Weighted FTE, of the DOE Automated Student Information System, 2015-16. All students who are reported as English Language Learners and under the ESOL FEFP Program Number must be receiving instruction by appropriately qualified staff who 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 calendar approved by the district school board**. The FTE is reported under the appropriate FEFP program (i.e., basic, career, ESE, or ESOL). A DJJ student for Survey 2 and Survey 3 will be funded at a maximum of 1.0 FTE.

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. The maximum combined FTE reported for Surveys 1 and 4 shall not exceed 0.3888 FTE per student. 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.b., 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*, located on the student demographic format, are included.

- 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 (e.g., a developmental service) by DCF. It does not include students who are in foster care placements.

- B. 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).

As required by Section 1011.621, F.S., the Department of Education, upon request by a school district and verification by the Department of Juvenile Justice, shall direct a school district that receives FEFP funds attributed to a membership survey for children in secure detention care pursuant to Chapter 985 to transfer a pro rata share of the funds to another district that served the same students during the same survey period but was unable to report the students for funding. The amount of the funds transfer shall be based on the percentage of the survey period in which the students were served by each district.

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.

For a student in a home education program taking a course through the Florida Virtual School, funding shall be provided upon course completion if the parent verifies, upon enrollment for each course, that the student is registered with the school district as a home education student pursuant to Section 1002.41(1)(a), F.S.

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 to attend school until they reach the

age of 22 under the Free and Appropriate Public Education (FAPE) provisions of the Individuals with Disabilities Education Act (IDEA). Whether to provide services until the student's 22nd birthday or through the school year of the student's 22nd birthday is based on district policy.

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 has direct face-to-face instruction with 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.

Reporting Therapies Occurring Less than Weekly

Districts in which schools are scheduling therapies (e.g., speech, occupational, physical, orientation, and mobility) on less than a weekly basis must report these classes in the manner described below. Scheduling of this type is reported as a weekly average of the time students are scheduled in therapy.

In order to properly report the therapies occurring less than weekly:

- A. Determine the student's eligibility for reporting as it is normally determined.
- B. Add together the time the student is in therapy 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 Reported, Course*.

Example: A student is scheduled for two hours of occupational therapy every other week. The therapy is either pull-out (the student goes to a therapy room) or push-in (the occupational therapist integrates the therapy into the student's normal schedule). During survey week, the student receives zero hours of therapy. For the weeks prior to and following survey week, the student receives two hours of therapy. For survey week, the student's time for calculating FTE should be based on an average of one hour for therapy using the therapy course number and one hour subtracted from the course during which the therapy occurs.

Non-Resident ESE Students in Residential Facilities

Non-Florida-resident exceptional student education (ESE) students are not 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 serving the non-resident student is responsible for billing and collecting payments from the placing authority, pursuant to S. 1003.57(2)(c), F.S.

Local Record Keeping Procedures

Requirements

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

- A. As of the “date certain” for the FTE membership surveys (Survey Periods 1-4) 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 the 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
Schedule of State Processing Dates
2015-16 through 2018-19

<p>2015-16</p> <p><u>Survey 1</u> Survey Week: July 6-10, 2015 Due Date: July 24, 2015 State Processing: July 20-September 11, 2015 Final Update/Amendment Date: September 30, 2015</p> <p><u>Survey 2</u> Survey Week: October 12-16, 2015 Due Date: October 30, 2015 State Processing: October 19-November 13, 2015 Final Update/Amendment Date: March 31, 2016</p> <p><u>Survey 3</u> Survey Week: February 8-12, 2016 Due Date: February 26, 2016 State Processing: February 15-March 11, 2016 Final Update/Amendment Date: July 31, 2016</p> <p><u>Survey 4</u> Survey Week: June 13-17, 2016 Due Date: July 5, 2016 State Processing: June 27-July 15, 2016 Final Update/Amendment Date: August 31, 2016</p>	<p>2016-17</p> <p><u>Survey 1</u> Survey Week: July 11-15, 2016 Due Date: July 29, 2016 State Processing: July 25-September 16, 2016 Final Update/Amendment Date: September 30, 2016</p> <p><u>Survey 2</u> Survey Week: October 10-14, 2016 Due Date: October 28, 2016 State Processing: October 17-November 11, 2016 Final Update/Amendment Date: March 31, 2017</p> <p><u>Survey 3</u> Survey Week: February 6-10, 2017 Due Date: February 24, 2017 State Processing: February 13-March 10, 2017 Final Update/Amendment Date: July 31, 2017</p> <p><u>Survey 4</u> Survey Week: June 12-16, 2017 Due Date: July 3, 2017 State Processing: June 26-July 14, 2017 Final Update/Amendment Date: August 31, 2017</p>
<p>2017-18</p> <p><u>Survey 1</u> Survey Week: July 10-14, 2017 Due Date: July 28, 2017 State Processing: July 24-September 15, 2017 Final Update/Amendment Date: September 30, 2017</p> <p><u>Survey 2</u> Survey Week: October 9-13, 2017 Due Date: October 27, 2017 State Processing: October 16-November 10, 2017 Final Update/Amendment Date: March 31, 2018</p> <p><u>Survey 3</u> Survey Week: February 5-9, 2018 Due Date: February 23, 2018 State Processing: February 12-March 9, 2018 Final Update/Amendment Date: July 31, 2018</p> <p><u>Survey 4</u> Survey Week: June 11-15, 2018 Due Date: July 6, 2018 State Processing: June 25-July 13, 2018 Final Update/Amendment Date: August 31, 2018</p>	<p>2018-19</p> <p><u>Survey 1</u> Survey Week: July 9-13, 2018 Due Date: July 27, 2018 State Processing: July 23-September 14, 2018 Final Update/Amendment Date: September 30, 2018</p> <p><u>Survey 2</u> Survey Week: October 8-12, 2018 Due Date: October 26, 2018 State Processing: October 15-November 9, 2018 Final Update/Amendment Date: March 31, 2019</p> <p><u>Survey 3</u> Survey Week: February 4-8, 2019 Due Date: February 22, 2019 State Processing: February 11-March 8, 2019 Final Update/Amendment Date: July 31, 2019</p> <p><u>Survey 4</u> Survey Week: June 10-14, 2019 Due Date: July 5, 2019 State Processing: June 24-July 12, 2019 Final Update/Amendment Date: August 31, 2019</p>

APPENDIX B

Florida Education Finance Program Numbers and Cost Factors

For 2015-16, 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 Program Cost Reporting	Program Cost Factor
BASIC PROGRAMS		
K-3 Basic *	101	1.115
4-8 Basic	102	1.000
9-12 Basic	103	1.005
K-3 Basic, with ESE Services **	111	1.115
4-8 Basic, with ESE Services	112	1.000
9-12 Basic, with ESE Services	113	1.005
EXCEPTIONAL STUDENT EDUCATION		
Support Level 4	254	3.613
Support Level 5	255	5.258
ESOL		
ESOL	130	1.180
Career Education 9-12		
Career Education 9-12	300	1.005

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

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

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

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.

Note: The maximum value for funding a McKay Scholarship student is 1.0 FTE for a school year or equivalent. Enrollment in a FLVS course by a student who is participating in the McKay Scholarship Program does not result in funded FTE in addition to the 1.0 limit. The FTE that is reported for such a student, including any FLVS courses the student completes is subject to the FTE recalibration and will be allocated appropriately.

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.

Reports F71138 and F71139 are available for surveys 2 and 3 for districts to verify which students have been awarded McKay Scholarships and to ensure proper reporting of these students. It is important for districts to use these reports because the McKay reductions from the FEFP are based on actual scholarships awarded.

Key Elements to Remember

- ⇒ Enter 0.5000 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 list provided by the Department of Education 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 list provided by the Department of Education 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 list generated by the Department of Education.
- ⇒ Section 504 Accommodation Plan students must be reported using the same program cost factors the student generated in the public school prior to attending the private school. Section 504 students should not be reported under 111-113, 254, or 255 program codes.

- **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. Use 101-103, 130, and/or 300 for Section 504 Accommodation Plan students.

APPENDIX D

DOE Student Database Reporting Requirements for Virtual School Students

NOTE: This Appendix applies to students participating in district virtual instruction programs, virtual charter schools, the Florida Virtual School (full-time and part-time), virtual course offerings, and approved franchises of the Florida Virtual School.

Student eligibility and funding for district virtual instruction programs, virtual charter schools, and virtual course offerings are described in Sections, 1002.37, 1002.45, 1002.455, 1003.498, 1002.33, and 1011.62(1)(c), F.S.

- For purposes of any virtual instruction program or a virtual charter school, “full-time equivalent” has the same meaning as provided in Section 1011.61(1)(c)1.b.(III) or (IV), F.S.
- The school district providing the virtual instruction shall report full-time equivalent students for the 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.
- If a student only has FTE enrollment reported in one survey (Survey 2 or Survey 3), the FTE reported will be capped at 0.5 FTE including FTE reported in Survey 1 and Survey 4, except for FTE reported by DJJ students beyond the 180-day school year.
- A student may enroll in a virtual instruction program, virtual charter school, and district course offerings 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 spent the prior school 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, (c) the student was enrolled during the prior school year in a virtual instruction program under Section 1002.45, F.S., or a full-time Florida Virtual School program under Section 1002.37(8)(a), F.S., (d) the student has a sibling who is currently enrolled in a district virtual instruction program and that sibling was enrolled in such program at the end of the prior school year, (e) the student is eligible to enter kindergarten or first grade, or (f) the student is eligible to enter grades 2 through 5 and is enrolled full-time in a school district virtual instruction program, virtual charter school, or the Florida Virtual School.

- A full-time equivalent student in kindergarten through grade 8 in a full-time virtual instruction program or a virtual charter school shall consist of a student who has completed a course with a passing grade or the prescribed level of content that counts toward promotion to the next grade in programs listed in Section 1011.62(1)(c), F.S.
- A full-time equivalent student in grades 9 through 12 in a virtual instruction program or a virtual charter school shall consist of six full credit completions. Credit completions may be a combination of either full-credit courses or half-credit courses.
- Courses delivered through district virtual programs, FLVS, and Virtual Charter Schools are funded on successful completions, regardless of the location of the student. For the purposes of this document, a successful completion is defined as completing the course with a passing grade or credits earned or completing the prescribed level of content that counts toward promotion to a higher grade. This means a student must pass and/or earn credit for a course or master curriculum required for student progression to the next grade level. Students only generate funding for courses they pass whether they are promoted or not.
- A student who does not complete a district virtual education course by the end of the regular school year, may be reported for funding as long as the course is completed and reported no later than the deadline for amending the final student enrollment survey for that fiscal year.
- Enrollment in a virtual credit recovery course is limited to a student who has unsuccessfully completed a traditional or virtual education course during the regular school year and must re-take the course in order to be eligible to graduate with the student's class. Credit recovery that is completed after the close of the Survey 4 amendment window must be reported in Survey 4 of the following year. Virtual Charter schools can only serve their own students for credit recovery courses as they are designated as full-time schools and cannot serve on a part-time basis.
- Each student's appropriate Course Grade code should be reported in the indicated surveys. If a student is enrolled in a course but has not yet completed the course, the student should be reported as "In Progress." If a student withdrew from the course before completion, the student should be reported as "Withdrew Passing" or "Withdrew Failing". For more information, please refer to the data element "Course Grade" at <http://www.fldoe.org/core/fileparse.php/12026/urlt/1516-109225.pdf>.

District Virtual Instruction Programs: Grades K-12

District virtual instruction programs may serve students enrolled in kindergarten through grade 12 on a full-time or part-time basis. The program may also serve students enrolled in dropout prevention and academic intervention programs under Section

1003.53, F.S., Department of Juvenile Justice education programs under Section 1003.52, F.S., or core-curricula courses to meet class size requirements under Section 1003.03, F.S.

The school district providing the virtual instruction shall report students in grades kindergarten through grade 12 using the school number 7001 for FLVS, private providers, or 7023 for district providers.

FTE may be reported for students who successfully complete the virtual instruction program as described in the first section of Appendix D. Full-time district virtual programs may report FTE students with FEFP program numbers 101-103, 111-113, 130, 254, 255, or 300, as appropriate. Part-time district virtual programs may report students with basic FEFP Program Numbers (101-103 or 111-113,) and Program 300. For Surveys 2 and 3, *FTE Reported, Course* should be equal to 0.0000.

Students who successfully complete the district virtual instruction program should be reported in Survey 4 with the appropriate *FTE Reported, Course* for student course records. Students who do not successfully complete the district virtual instruction program should be reported in Survey 4 with *FTE Reported, Course* equal to 0.0000.

The amount of FTE reported for the successful virtual course completion should be reflective of the student’s schedule. In general you would report full-year virtual courses with 1/6 FTE and semester virtual courses with 1/12 FTE, unless that particular course is scheduled differently.

For example, a reading course at the brick and mortar school is scheduled for 450 class minutes weekly (90 minutes a day/5 days week), and the equivalent virtual reading course is covering the same amount of content as the brick and mortar course. The equivalent virtual reading course would be reported as 450 class minutes weekly with the appropriate FTE.

Student Demographic Information

District Number, Current Enrollment	District in which the student is officially enrolled for graduation.
District Number, Current Instruction/Service	District providing the virtual instruction program.
School Number, Current Enrollment	Use school number 7001 or 7023 for full-time students. Use the student’s official school of enrollment for part-time students.
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 or 7023 for full-time students and the student's official school of enrollment for part-time students.	Use school number 7001 or 7023 for full-time students and the student's official school of enrollment for part-time students.
School Number, Current Instruction	Use school number 7001 or 7023.	Use school number 7001 or 7023.
FEFP Program Number	Use 101-103, 111-113, or 300 for part-time. All FEFP programs are allowed for full-time.	Use 101-103, 111-113, or 300 for part-time. All FEFP programs are allowed for full-time.
Course Grade	Report the appropriate Course Grade code such as "I" (Incomplete), "IP" (In-Progress), "WF" (Withdrew Failing), WP, (Withdrew Passing), "A", "B", "C", etc.	Report the appropriate Course Grade code such as "I" (Incomplete), "IP" (In-Progress), "WF" (Withdrew Failing), WP, (Withdrew Passing), "A", "B", "C", etc.
FTE Reported, Course	0.0000	0.0000 if no credit is earned or the prescribed level of content is not completed. A value greater than 0.0000 if credit is earned or the prescribed level of content is completed.
Virtual Instruction Program Provider	For school 7001, use codes provided in Appendix CC of the State Student Information Systems database documentation to designate the provider of virtual instruction programs.	For school 7001, use codes provided in Appendix CC of the State Student Information Systems database documentation to designate the provider of virtual instruction programs.
Location of Student	Use codes provided in the database documentation to designate the location of instruction.	Use codes provided in the database documentation to designate the location of instruction.

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

District Virtual Course Offerings

Districts may offer virtual courses for students enrolled in the school district. These courses must be identified in the course code directory and may serve students in

kindergarten through grade 12 who meet the eligibility requirements of Section 1002.455, F.S. Any eligible student who is enrolled in a school district may register and enroll in an online course offered by any other school district in the state, pursuant to Section 1003.498(2)(b)1., F.S. The school district in which the student completes the course shall report the student's completion of that course for funding pursuant to Section 1011.61(1)(c)b.(VI), F.S., and the home school district shall not report the student for funding for that course.

Virtual Course offerings shall be reported with an FEFP Program Number of 101-103, 111-113, 130, 254, 255, or 300, as appropriate in Surveys 2 and 3, with *FTE Reported, Course* equal to 0.0000.

All virtual courses attempted should be reported in Survey 4, but *FTE Reported, Course* greater than 0.0000 should only be reported for those courses in which the student had successful completions as described in the first section Appendix D.

The amount of FTE reported for the successful virtual course completion should be reflective of the student's schedule. In general you would report full-year virtual courses with 1/6 FTE and semester virtual courses with 1/12 FTE, unless that particular course is scheduled differently.

For example, a reading course at the brick and mortar school is scheduled for 450 class minutes weekly (90 minutes a day/5 days week), and the equivalent virtual reading course is covering the same amount of content as the brick and mortar course. The equivalent virtual reading course would be reported as 450 class minutes weekly with the appropriate FTE.

Student Demographic Information

District Number, Current Enrollment	Use the district providing the non-virtual instruction.
District Number, Current Instruction/Service	Use the district providing the virtual instruction.
School Number, Current Enrollment	Use the student's school number of enrollment.
Residence County	The county in which the student resides.

Student Course Schedule

	Surveys 2 and 3	Survey 4
School Number, Current Enrollment	Use the student's school number of enrollment.	Use the student's school number of enrollment.
School Number, Current Instruction	Use school number 7006.	Use school number 7006.

FEFP Program Number	Use 101-103, 111-113, 130, 254, 255, or 300.	Use 101-103, 111-113, 130, 254, 255, or 300.
Course Grade	Report the appropriate Course Grade code such as "I" (Incomplete), "IP" (In-Progress), "WF" (Withdrew Failing), WP, (Withdrew Passing), "A", "B", "C", etc.	Report the appropriate Course Grade code such as "I" (Incomplete), "IP" (In-Progress), "WF" (Withdrew Failing), WP, (Withdrew Passing), "A", "B", "C", etc.
FTE Reported, Course	0.0000	0.0000 if no credit is earned or the prescribed level of content is not completed. A value greater than 0.0000 if credit is earned or the prescribed level of content is completed.
Online Course Provider	Use codes provided in Appendix GG of the State Student Information Systems database documentation to designate the online course provider.	Use codes provided in Appendix GG of the State Student Information Systems database documentation to designate the online course provider.
Location of Student	Use codes provided in the database documentation to designate the location of instruction.	Use codes provided in the database documentation to designate the location of instruction.

Florida Virtual School Courses Delivered on a Public School Campus

Districts should report Florida Virtual School courses delivered in the brick-and-mortar school during the regular school day using the proper indicator on the data element, *Location of Student*, as long as there is a contract between the district and FLVS and these courses are on the student's master schedule.

- Students located in a public school district facility during the regular school day for a virtual instruction course, excluding Florida Virtual School courses under contract with the district to be offered on the public school campus, are reported with code "S".
- Students located in a public school district facility taking a Florida Virtual School (FLVS) course during the regular school day for the virtual instruction course are

reported with code “T”. These are FLVS courses under contract with the district to be offered on the public school campus.

School districts may not earn or report FTE for direct instruction provided by the Florida Virtual School unless the instruction is provided by the district virtual instruction program through a contract with the Florida Virtual School or the instruction is provided through a virtual course delivered under contract on a public school campus.

The amount of FTE reported for the successful virtual course completion should be reflective of the student’s schedule. In general you would report full-year virtual courses with 1/6 FTE and semester virtual courses with 1/12 FTE, unless that particular course is scheduled differently.

For example, a reading course at the brick and mortar school is scheduled for 450 class minutes weekly (90 minutes a day/5 days week), and the equivalent virtual reading course is covering the same amount of content as the brick and mortar course. The equivalent virtual reading course would be reported as 450 class minutes weekly with the appropriate FTE.

Student Demographic Information

District Number, Current Enrollment	District in which the student is officially enrolled for graduation.
District Number, Current Instruction/Service	District providing the virtual courses delivered on a public school campus.
School Number, Current Enrollment	Use the school number providing the virtual courses delivered on a public school campus.
Residence County	The county in which the student resides.

Student Course Schedule

	Surveys 2 and 3	Survey 4
School Number, Current Enrollment	Use the school number providing the virtual courses delivered on a public school campus.	Use the school number providing the virtual courses delivered on a public school campus.
School Number, Current Instruction	Use the school number providing the virtual courses delivered on a public school campus.	Use the school number providing the virtual courses delivered on a public school campus.
FEFP Program Number	Use 101-103, 111-113, 130, 254, 255 or 300.	Use 101-103, 111-113, 130, 254, 255 or 300.

Course Grade	Report the appropriate Course Grade code such as "I" (Incomplete), "IP" (In-Progress), "WF" (Withdrew Failing), WP, (Withdrew Passing), "A", "B", "C", etc.	Report the appropriate Course Grade code such as "I" (Incomplete), "IP" (In-Progress), "WF" (Withdrew Failing), WP, (Withdrew Passing), "A", "B", "C", etc.
FTE Reported, Course	0.0000	0.0000 if no credit is earned or the prescribed level of content is not completed; A value greater than 0.0000 if credit is earned or the prescribed level of content is completed.
Location of Student	Use codes provided in the database documentation to designate the location of instruction.	Use codes provided in the database documentation to designate the location of instruction.

Virtual Charter Schools

Charter schools may offer virtual instruction programs to students in kindergarten through grade 12 on a full-time basis under Section 1002.33, F.S.

Charter schools must use approved virtual instruction provider to be eligible for FEFP funding. Use Appendix CC of the State Student Information Systems database documentation to designate the provider of virtual instruction.

All FTE must be reported based on successful completions. Successful completions are described in the first section of Appendix D.

Courses taken by students enrolled in a virtual charter school shall be reported with an FEFP Program Number of 101-103, 111-113, 130, 254, 255, or 300, as appropriate in Surveys 2 and 3, with *FTE Reported, Course* equal to 0.0000.

All virtual courses attempted should be reported in Survey 4, but *FTE Reported, Course* greater than 0.0000 should only be reported for successful completions as described in the first section of Appendix D.

The amount of FTE reported for the successful virtual course completion should be reflective of the student's schedule. In general you would report full-year virtual courses with 1/6 FTE and semester virtual courses with 1/12 FTE, unless that particular course is scheduled differently.

For example, a reading course at the brick and mortar school is scheduled for 450 class minutes weekly (90 minutes a day/5 days week), and the equivalent virtual reading course is covering the same amount of content as the brick and

mortar course. The equivalent virtual reading course would be reported as 450 class minutes weekly with the appropriate FTE.

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.

Student Course Schedule

	Surveys 2 and 3	Survey 4
School Number, Current Enrollment	Use the student's school number of enrollment.	Use the student's school number of enrollment.
School Number, Current Instruction	Use the student's school number of instruction.	Use the student's school number of instruction.
FEFP Program Number	Use 101-103, 111-113, 130, 254, 255, or 300.	Use 101-103, 111-113, 130, 254, 255, or 300.
Course Grade	Report the appropriate Course Grade code such as "I" (Incomplete), "IP" (In-Progress), "WF" (Withdrew Failing), WP, (Withdrew Passing), "A", "B", "C", etc.	Report the appropriate Course Grade code such as "I" (Incomplete), "IP" (In-Progress), "WF" (Withdrew Failing), WP, (Withdrew Passing), "A", "B", "C", etc.
FTE Reported, Course	0.0000	0.0000 if no credit is earned or the prescribed level of content is not completed; A value greater than 0.0000 if credit is earned or the prescribed level of content is completed.
Virtual Instruction Provider	Use Appendix CC of the State Student Information Systems database documentation to designate the provider of virtual instruction.	Use Appendix CC of the State Student Information Systems database documentation to designate the provider of virtual instruction.
Location of Student	Use codes provided in the database documentation to designate the location of instruction.	Use codes provided in the database documentation to designate the location of 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.

School districts that operate an approved franchise of the Florida Virtual School can offer:

- Individual online courses for public, private, and home education students in grades kindergarten through grade 1, grades 6-12 and for students in grades 2-5 who meet one of the eligibility criteria.
- Full-time public virtual instruction for students in kindergarten through grade 12.

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

All FTE earned by franchises of the Florida Virtual School must be reported on a successful completion basis as described in the first section of Appendix D. The completion of six credits is equal to 1.0000 unweighted FTE.

Courses taken by students enrolled in a franchise of the Florida Virtual School full-time program may be reported with an FEFP program number of 101-103, 111-113, 130, 254, 255, or 300, as appropriate. The part-time program may be reported with a basic FEFP Program Number (101-103 or 111-113, as appropriate) and program 300 in Surveys 2 and 3, with *FTE Reported*, *Course* equal to 0.0000.

All virtual courses attempted should be reported in Survey 4, but *FTE Reported*, *Course* greater than 0.0000 should only be reported for those courses in which the student had successful completions as described in the first section of Appendix D.

The amount of FTE reported for the successful virtual course completion should be reflective of the student's schedule. In general you would report full-year virtual courses with 1/6 FTE and semester virtual courses with 1/12 FTE, unless that particular course is scheduled differently.

For example, a reading course at the brick and mortar school is scheduled for 450 class minutes weekly (90 minutes a day/5 days week), and the equivalent virtual reading course is covering the same amount of content as the brick and mortar course. The equivalent virtual reading course would be reported as 450 class minutes weekly with the appropriate FTE.

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 101-103, 111-113, or 300 for part-time. All programs are allowed for full-time.	Use 101-103, 111-113, or 300 for part-time. All programs are allowed for full-time.
Course Grade	Report the appropriate Course Grade code such as "I" (Incomplete), "IP" (In-Progress), "WF" (Withdrew Failing), WP, (Withdrew Passing), "A", "B", "C", etc.	Report the appropriate Course Grade code such as "I" (Incomplete), "IP" (In-Progress), "WF" (Withdrew Failing), WP, (Withdrew Passing), "A", "B", "C", etc.
FTE Reported, Course	0.0000	0.0000 if no credit is earned or the prescribed level of content is not completed; A value greater than 0.0000 if credit is earned or the prescribed level of content is completed.
Location of Student	Use codes provided in the database documentation to designate the location of instruction.	Use codes provided in the database documentation to designate the location of instruction.

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

Florida Virtual School Part-time

- FTE reporting for the Florida Virtual School is described in Section 1002.37(3)(a), F.S. The Florida Virtual School may provide part-time instruction for students in kindergarten through grade 12.
- Courses delivered by the Florida Virtual School under contract with a school district on a public school campus must be reported by the school district in which the student is enrolled as described in a previous section.

- All FTE earned by the Florida Virtual School must be reported on a successful completion basis as described in the first section of Appendix D. A fraction of an FTE may be reported. For grades 6 through 12, one year-long course is equivalent to 1/6 FTE and one semester is equivalent to 1/12 FTE.

For Grades K-12:

Courses taken by students enrolled in the Florida Virtual School part-time program shall be reported with a basic FEFP Program Number of 101, 102, 103, 111, 112, 113, or 300 in Surveys 1, 2, 3, and 4 with *FTE Reported*, *Course* equal to 0.0000 if the student is enrolled in a course and has not successfully completed the course by survey week.

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 is reported as 0.0834 FTE.

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

Student Demographic Information

District Number, Current Enrollment	Use district number of enrollment.
District Number, Current Instruction/Service	Use district number 71.
School Number, Current Enrollment	Use school number of enrollment.

Student Course Schedule (Grades K-5)

	Surveys 2 and 3	Survey 4
School Number, Current Enrollment	Use school number of enrollment.	Use school number of enrollment.
School Number, Current Instruction	Use school number 0700 for grades K-5.	Use school number 0700 for grades K-5.
FEFP Program Number	Use 101, 102, 111, or 112 for basic program.	Use 101, 102, 111, or 112 for basic program.
Course Grade	Report the appropriate Course Grade code such as "I" (Incomplete), "IP" (In-Progress), "WF" (Withdrew Failing), WP, (Withdrew Passing), "A", "B", "C", etc.	Report the appropriate Course Grade code such as "I" (Incomplete), "IP" (In-Progress), "WF" (Withdrew Failing), WP, (Withdrew Passing), "A", "B", "C", etc.
FTE Reported, Course	0.0000	0.0000 if the prescribed level of content is not completed; > 0.0000 if the prescribed level of content is completed.
Location of Student	Use codes provided in the	Use codes provided in the

	database documentation to designate the location of instruction.	database documentation to designate the location of instruction.
--	--	--

Student Course Schedule (Grades 6-12)

	Surveys 1, 2, 3 & 4
School Number, Current Enrollment	Use school number of enrollment.
School Number, Current Instruction	Use 0500 for grades 6-8 or 0600 for grades 9-12.
FEFP Program Number	Use 102, 103, 112, 113, or 300.
Course Grade	Report the appropriate Course Grade code such as "I" (Incomplete), "IP" (In-Progress), "WF" (Withdrew Failing), WP, (Withdrew Passing), "A", "B", "C", etc..
FTE Reported, Course	0.0000 if no credit is earned or if the course is in progress; > 0.0000 if credit is earned.
Location of Student	Use codes provided in the database documentation to designate the location of instruction.

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

Florida Virtual School Full-time

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

- *The Florida Virtual School may provide full-time instruction for students in kindergarten through grade 12.*
- *The Florida Virtual School can report FTE for a student who has successfully completed courses or the prescribed level of content that counts toward promotion to the next grade. The completion of six credits is reported as 1.0 unweighted FTE. A student who completes fewer than six courses or the prescribed level of content can be reported as a fraction of an FTE.*

To receive funding, students must successfully complete Florida Virtual School courses. Courses taken by students enrolled in the Florida Virtual School shall be reported with the appropriate FEFP Program Number in Surveys 2 and 3, with *FTE Reported, Course* equal to 0.0000.

All virtual courses attempted should be reported in Survey 4, but *FTE Reported, Course* greater than 0.0000 should only be reported for those courses in which the student had successful completions as described in the first section of Appendix D.

Student Demographic Information

District Number, Current Enrollment	Use district number 71.
District Number, Current Instruction/Service	Use district number 71.
School Number, Current Enrollment	Use school number 0300 for grades K-8 and 0400 for grades 9-12.

Student Course Schedule

	Surveys 2 and 3	Survey 4
School Number, Current Enrollment	Use school number 0300 for grades K-8 and 0400 for grades 9-12.	Use school number 0300 for grades K-8 and 0400 for grades 9-12.
School Number, Current Instruction	Use school number 0300 for grades K-8 and 0400 for grades 9-12.	Use school number 0300 for grades K-8 and 0400 for grades 9-12.
FEFP Program Number	Use program 101-103, 111-113, 130, 254, 255, or 300.	Use program 101-103, 111-113, 130, 254, 255, or 300.
Course Grade	Report the appropriate Course Grade code such as "I" (Incomplete), "IP" (In-Progress), "WF" (Withdrew Failing), WP, (Withdrew Passing), "A", "B", "C", etc.	Report the appropriate Course Grade code such as "I" (Incomplete), "IP" (In-Progress), "WF" (Withdrew Failing), WP, (Withdrew Passing), "A", "B", "C", etc.
FTE Reported, Course	0.0000	0.0000 if no credit is earned or the prescribed level of content is not completed; > 0.0000 if credit is earned or the prescribed level of content is completed.
Location of Student	Use codes provided in the database to designate the location of instruction.	Use codes provided in the database documentation to designate the location of instruction.

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

APPENDIX E
2015-16 Course Code Directory Courses That Do Not Generate FTE
for FEFP Funding

COURSE #	TITLE (Abbreviated)	NOTES
0051076	INTERM RE TCHR	District/School-based job assignment number (not a course)
0052016	PHY THER	District/School-based job assignment number (not a course)
0052017	OCCU THER	District/School-based job assignment number (not a course)
0052018	SPCH/LANG PATH	District/School-based job assignment number (not a course)
0052019	ORIEN/MOBLTY SPEC	District/School-based job assignment number (not a course)
0052028	INTERPRETER	District/School-based job assignment number (not a course)
0052029	ART SPEC	District/School-based job assignment number (not a course)
0052030	PTA	District/School-based job assignment number (not a course)
0052031	OTA	District/School-based job assignment number (not a course)
0052032	SPEECH THRPY AIDE	District/School-based job assignment number (not a course)
0061025	CHILD FIND SPEC	District/School-based job assignment number (not a course)
0061026	DIAGNOSTIC SPEC	District/School-based job assignment number (not a course)
0061131	SCH SOC WKR	District/School-based job assignment number (not a course)
0061231	COUNSELOR-E	District/School-based job assignment number (not a course)
0061232	COUNSELOR-M/J	District/School-based job assignment number (not a course)
0061233	COUNSELOR-SH SCH	District/School-based job assignment number (not a course)
0061234	COUNSELOR-AD/VOC SCH	District/School-based job assignment number (not a course)
0061235	COUNSELOR-EXC ED SCH	District/School-based job assignment number (not a course)
0061236	COUNSELOR-OTHER SCH	District/School-based job assignment number (not a course)
0061237	COUNSELOR-CAR ED	District/School-based job assignment number (not a course)
0061238	OCC/PL SPEC	District/School-based job assignment number (not a course)
0061420	SCH PSY	District/School-based job assignment number (not a course)
0062030	LIB/MED SPEC-E SCH	District/School-based job assignment number (not a course)
0062031	LIB/MED SPEC-M/J	District/School-based job assignment number (not a course)
0062032	LIB/MED SPEC-SH	District/School-based job assignment number (not a course)
0062033	LIB/MED SPEC-AD/VOC	District/School-based job assignment number (not a course)
0062034	LIB/MED SPEC-OTHER	District/School-based job assignment number (not a course)
0062035	LIB/MED SPEC-DISTO	District/School-based job assignment number (not a course)
0063019	DIRE VOC ED	District/School-based job assignment number (not a course)
0063020	DIRE EXC STU ED	District/School-based job assignment number (not a course)
0063059	SUP/COOR, VOC EDC ED	District/School-based job assignment number (not a course)
0063060	SUP/COOR,AGRI/NRE	District/School-based job assignment number (not a course)
0063070	SUP/COOR, OTHER VOC	District/School-based job assignment number (not a course)
0063071	SUP/COOR, VOC ED SNS	District/School-based job assignment number (not a course)
0063100	PRIMARY SPECIALIST	District/School-based job assignment number (not a course)
0063101	PROG SPEC	District/School-based job assignment number (not a course)

0063102	STAFFING SPEC	District/School-based job assignment number (not a course)
0063103	LEARN RE SPEC	District/School-based job assignment number (not a course)
0063104	TRANSI SPEC	District/School-based job assignment number (not a course)
0063105	BEHAVIOR SPEC	District/School-based job assignment number (not a course)
0073001	PRINC E SCH	District/School-based job assignment number (not a course)
0073002	PRINC M/J	District/School-based job assignment number (not a course)
0073003	PRINC SH	District/School-based job assignment number (not a course)
0073004	PRINC OTHER E&S SCH	District/School-based job assignment number (not a course)
0073005	PRINC EXC STU SCH	District/School-based job assignment number (not a course)
0073006	PRINC AD SCH	District/School-based job assignment number (not a course)
0073007	DIRE VOC TECN CTR	District/School-based job assignment number (not a course)
0073008	ASTP E	District/School-based job assignment number (not a course)
0073009	ASTP M/J	District/School-based job assignment number (not a course)
0073010	ASTP SH	District/School-based job assignment number (not a course)
0073011	ASTP OTHER E&S SCH	District/School-based job assignment number (not a course)
0073012	ASTP EXC STU SCH	District/School-based job assignment number (not a course)
0073013	ASTP AD SCH	District/School-based job assignment number (not a course)
0073014	AST DIRE VOC TECN	District/School-based job assignment number (not a course)
0073015	CURR COOR/ASTP E	District/School-based job assignment number (not a course)
0073016	CURR COOR/ ASTP M/J	District/School-based job assignment number (not a course)
0073017	CURR COOR/ASTP SH	District/School-based job assignment number (not a course)
0073018	CURR COOR/ASTP/OTHER	District/School-based job assignment number (not a course)
0073019	DEAN/ASTP E	District/School-based job assignment number (not a course)
0073020	DEAN/ASTP M/J	District/School-based job assignment number (not a course)
0073021	DEAN/ASTP SH	District/School-based job assignment number (not a course)
0073022	DEAN/ASTP OTHER SCH	District/School-based job assignment number (not a course)
0073023	ACTIVITIES DIRE	District/School-based job assignment number (not a course)
0073024	ATH DIRE	District/School-based job assignment number (not a course)
0073033	ATH TR	District/School-based job assignment number (not a course)
0073101	INTERN PRINC E	District/School-based job assignment number (not a course)
0073102	INTERN PRINC M/J	District/School-based job assignment number (not a course)
0073103	INTERN PRINC SH	District/School-based job assignment number (not a course)
0073104	INTERN PRINC E&S	District/School-based job assignment number (not a course)
0073105	INTERN PRINC EXC STU	District/School-based job assignment number (not a course)
0073108	INTERN ASTP E	District/School-based job assignment number (not a course)
0073109	INTERN ASTP M/J	District/School-based job assignment number (not a course)
0073110	INTERN ASTP SH	District/School-based job assignment number (not a course)
0073111	INTERN ASTP OTHER	District/School-based job assignment number (not a course)
0073112	INTERN ASTP EXC STU	District/School-based job assignment number (not a course)
0073113	INTERN ASTP AD SCH	District/School-based job assignment number (not a course)
0073114	INTERN AST DIRE VOC	District/School-based job assignment number (not a course)

0073201	INTERIM PRINC E SCH	District/School-based job assignment number (not a course)
0073202	INTERIM PRINC M/J	District/School-based job assignment number (not a course)
0073203	INTERIM PRINC SH	District/School-based job assignment number (not a course)
0073204	INTERIM PRINC OTHER	District/School-based job assignment number (not a course)
0073205	INTERIM PRINC EXC ED	District/School-based job assignment number (not a course)
0073206	INTERIM PRINC AD SCH	District/School-based job assignment number (not a course)
0073207	INTERIM DIRE VOC TEC	District/School-based job assignment number (not a course)
0073208	INTERIM ASTP E SCH	District/School-based job assignment number (not a course)
0073209	INTERIM ASTP M/J	District/School-based job assignment number (not a course)
0073210	INTERIM ASTP SH SCH	District/School-based job assignment number (not a course)
0073211	INTERIM ASTP OTHER	District/School-based job assignment number (not a course)
0073212	INTERIM ASTP EXC STU	District/School-based job assignment number (not a course)
0073214	INTERIM ASTP VOC TEC	District/School-based job assignment number (not a course)
0100220	M/J ART TRAN	Grades 6-8 Education Courses
0100990	ART TRAN	Grades 9-12 and Adult Education Courses
0200220	M/J CPTR TRAN	Grades 6-8 Education Courses
0200990	CPTR ED TRAN	Grades 9-12 and Adult Education Courses
0300220	M/J DANCE TRAN	Grades 6-8 Education Courses
0300990	DANCE TRAN	Grades 9-12 and Adult Education Courses
0400220	M/J DRAMA TRAN	Grades 6-8 Education Courses
0400990	DRAMA TRAN	Grades 9-12 and Adult Education Courses
0700220	M/J FL TRAN	Grades 6-8 Education Courses
0700980	WORLD LANG TRANS 1	Grades 9-12 and Adult Education Courses
0700990	WORLD LANG TRANS 2	Grades 9-12 and Adult Education Courses
0701980	WORLD LANG TRANS 3	Grades 9-12 and Adult Education Courses
0701990	WORLD LANG TRANS 4	Grades 9-12 and Adult Education Courses
0702980	WORLD LANG TRANS 5	Grades 9-12 and Adult Education Courses
0702990	WORLD LANG TRANS 6	Grades 9-12 and Adult Education Courses
0703980	WORLD LANG TRANS 7	Grades 9-12 and Adult Education Courses
0703990	WORLD LANG TRANS 8	Grades 9-12 and Adult Education Courses
0791920	WORLD LANG WAIVER	Grades 9-12 and Adult Education Courses
0800220	M/J HEALTH TRAN	Grades 6-8 Education Courses
0800400	ROTC LIF MGMT WAIVER	Grades 9-12 and Adult Education Courses
0800990	HEALTH TRAN	Grades 9-12 and Adult Education Courses
0900990	HUM TRAN	Grades 9-12 and Adult Education Courses
1000220	M/J LANG ARTS TRAN	Grades 6-8 Education Courses
1000990	LANG ARTS TRAN	Grades 9-12 and Adult Education Courses
1100220	M/J LIBR/MEDIA TRAN	Grades 6-8 Education Courses
1100990	LIB/MED TRAN	Grades 9-12 and Adult Education Courses
1200220	M/J MATH TRAN	Grades 6-8 Education Courses
1200998	CTE/IC MATH WAIVER 1	Grades 9-12 and Adult Education Courses

1200999	CTE/IC MATH WAIVER 2	Grades 9-12 and Adult Education Courses
1300220	M/J MUS TRAN	Grades 6-8 Education Courses
1300990	MUS TRAN	Grades 9-12 and Adult Education Courses
1500220	M/J PHYS ED TRAN	Grades 6-8 Education Courses
1500410	INTERSCH SSN 1 - COM	Grades 9-12 and Adult Education Courses
1500420	INTERSCH SSN 2 - COM	Grades 9-12 and Adult Education Courses
1500430	INTERSCH SPTS WAIVER	Grades 9-12 and Adult Education Courses
1500440	MCHG BAND PE WAIVER	Grades 9-12 and Adult Education Courses
1500445	DANCE WAIVER	Grades 9-12 and Adult Education Courses
1500450	JROTC/PE YR1 WAIVER	Grades 9-12 and Adult Education Courses
1500460	JROTC/PE YR2 WAIVER	Grades 9-12 and Adult Education Courses
1500470	JROTC/PE WAIVER COMP	Grades 9-12 and Adult Education Courses
1500480	JROTC/PE/PF WAIVER	Grades 9-12 and Adult Education Courses
1500990	PE TRAN	Grades 9-12 and Adult Education Courses
1800990	MILITARY TRAN	Grades 9-12 and Adult Education Courses
2000220	M/J SCI TRAN	Grades 6-8 Education Courses
2000990	SCI TRAN	Grades 9-12 and Adult Education Courses
2000999	CTE/IC SCI WAIVER	Grades 9-12 and Adult Education Courses
2100220	M/J SS TRAN	Grades 6-8 Education Courses
2100990	SOC STUDIES TRAN	Grades 9-12 and Adult Education Courses
2200300	NC STUDY HALL 1	Grades 9-12 and Adult Education Courses
2200310	NC STUDY HALL 2	Grades 9-12 and Adult Education Courses
2200320	NC STUDY HALL 3	Grades 9-12 and Adult Education Courses
2200330	NC STUDY HALL 4	Grades 9-12 and Adult Education Courses
2500500	TEMP INSTR PL	Grades 9-12 and Adult Education Courses
2500510	TEMP INSTR PLACEMENT	Grades 9-12 and Adult Education Courses
5022000	STUDY HALL E	Grades 9-12 and Adult Education Courses
7910998	CTE SUB ACC ENG 4	Exceptional Student Education Grades 9-12 Courses
7910999	CTE SUB ENG 4	Exceptional Student Education Grades 9-12 Courses
7912998	CTE SUB ACC MATH	Exceptional Student Education Grades 9-12 Courses
7912999	CTE SUB MATH	Exceptional Student Education Grades 9-12 Courses
7920998	CTE SUB ACC SCIENCE	Exceptional Student Education Grades 9-12 Courses
7920999	CTE SUB SCIENCE	Exceptional Student Education Grades 9-12 Courses
7921998	CTE SUB ACC SOCSTUD	Exceptional Student Education Grades 9-12 Courses
7921999	CTE SUB SOCSTUDIES	Exceptional Student Education Grades 9-12 Courses
8299990	BUSINESS ED TRAN	Career/Technical Education Courses
8499990	HEALTH OCCS ED TRAN	Career/Technical Education Courses
8599990	FAM & CONS SCI TRAN	Career/Technical Education Courses
8799990	INDUS ED TRAN	Career/Technical Education Courses
8899990	MKT ED TRAN	Career/Technical Education Courses
8999990	PUB SERV ED TRAN	Career/Technical Education Courses

A010000	AGRIBUS ED TRANSFER	Career/Technical Education Courses
B000000	BUSINESS ED TRAN	Career/Technical Education Courses
H000000	HEALTH OCCS ED TRAN	Career/Technical Education Courses
I000000	INDUS ED TRANSFER	Career/Technical Education Courses
M000000	MKT ED TRANSFER	Career/Technical Education Courses
P000000	PUB SERV ED TRAN	Career/Technical Education Courses
V000000	FAM & CONS SCI TRAN	Career/Technical Education Courses