

## Full Time Equivalent (FTE)

FTE (Full-Time Equivalent) refers to the state funding method based on the student enrollment and the educational services school systems provide for the students. Educational programs are divided into seventeen state-funded categories. A specific funding weight is assigned to each category.

FTE is calculated using **six segments**. Courses that are identified as study hall, non-credit courses, enrichment courses, or course which require participation in an extracurricular activity for which enrollment is on a competitive basis, courses in which student serves as a teacher assistant, office assistant, or library aides, courses for which no outline of course objectives is prepared or does not dedicate a major portion of the class time toward meeting state-approved curriculum requirements, or any other course identified by the Georgia Department of Education are not eligible for FTE funding.

A student must have attended class for at least **one of the prior ten school days** before the FTE count date. A student must be **enrolled in an instructional program** to earn FTE funding for that segment. **The student must be regularly scheduled to receive services on the count day.** Schedules cannot be rearranged for the purpose of earning FTE funding.

The funding weight for special education programs are based on the number of segments served in that area. There are 4 different funding levels depending on the students' exceptionalities.

### Funding level by categories:

Levels	1 (2.397)	2 (2.82)	3 (3.59)	4 (5.82)	5 (2.46)
MID		1-6 segments			
MOID, SID, EBD			1-6 segments		
PID, VI, Blind, Deaf/Blind,				1-6 segments	
SLD, speech	4-6 segments		1-3 segments		
HI, OHI, OI, Deaf,			4-6 segments	1-3 segments	
Inclusion					1-6 segments

### **How to interpret the table:**

- 6 segments earn 1 FTE.
- Students with profound impairment, Visual impairment, blindness, and deaf /blindness get maximum funding (5.82 for each segment) regardless of how many segments they are served.
- Students who are OI, HI, Deaf, and/or OHI have two levels of funding. If they are served 1-3 segments, then their funding level is at Level 4 (maximum), but they are served 4-6 segments then their funding level drops to Level 3. For example, Tommy, a student with other health impairments, is served 3 segments on the count day. His FTE will be calculated at 5.82. Another example, Johnny, a student with other health impairments, is

served 4 segments on the count day, he will earn 3.59 segments. Over a period of time, let us say for example, 180 days, Tommy will earn  $180 \times 5.8 \times 3 = \$3,132$  and Johnny will earn  $180 \times 3.59 \times 4 = \$2,584$ . It is a difference of \$548.00. Significant drop in earnings isn't it?

- Students who are SLD and speech and language impaired also are funded on two levels. When they are served 1-3 segments, then they earn funding at Level 3, but when the same students are served 4-6 segments, then the funding drops to Level 1, which is the lowest level. Here is an example: Tommy, a student with speech impairments, receives 2 segments per week. Using the same 180 days, Tommy earns  $180 \times 3.59 \times 3 = \$1,938$ ; whereas, Johnny, the student with speech impairments, who is served 4 segments earns  $180 \times 2.397 \times 4 = 1,725.84$ . If Johnny is served 5 segments, then he earns \$2,157.30.
  - Students who are served via departmental model will be counted in the area of exceptionality regardless of who serves them. Tommy, the student with only SI, served by the resource teacher for reading, will be counted as SI and not SLD.
- 📌 **When scheduling students be mindful of how many segments you are providing them. If your students need services and their IEPs determine those services, please provide whatever they need. But, if a student scored 806 on the reading portion of the CRCT, ask yourself does he need a reading scaffolding class or a separate/co-teaching class, especially if the funding level drops from level 3 to level 1.**
  - 📌 **If you will have to provide 4 segments for students with SLD or SI, please think if he needs 4 segments, and if so, should you do 5 instead of 4.**
  - 📌 **Play with these numbers to see what is the funding level of your students**
  - 📌 **It is not all about funding. But, unfortunately, our FTE earnings funds teacher positions as well as provides our other resources.**
  - 📌 **Therefore, it makes sense to maximize funding.**