Florida Department of Education
Bureau of PK-12 Education Information Services (EIS) and
Office of Funding and Financial Reporting (OFFR)

Full-time Equivalent (FTE) General Instructions 2026-2027~~2025-2026~~



Rule 6A-1.0451, F.A.C.
Effective January 2027~~May 2026~~

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FTE General Instructions
2026-2027~~2025-2026~~

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1.0 Introduction

The 2026-2027~~2025-2026~~ FTE General Instructions include the following revisions.

Pages	Changes
~~9~~	~~Section 1.1 Overview, replaced "FEFP" with "The FEFP"~~
9	Section 2.2 Updated Rule 6A-1.045111, F.A.C.
10	Section 2.5 Updated s. 1011.62(1)(m).
~~11~~	~~Section 2.2 Revised information about Juvenile Justice Education~~
~~13~~	~~Section 2.10 Replaced "inmigration" with "immigration"~~
~~15~~	~~Section 2.13 *Foreign Exchange students:* Entire section added.~~
~~15~~	~~Section 2.14 *Natural Disasters / Hurricanes:* Entire section added.~~
~~17~~	~~Section 4.1 Updated 2024-25 Student Information System link~~
~~17~~	~~Section 4.1.2: Updated 2025-26 Student Information System link~~
24	Section 5.1 Updated language.
26	Section 5.1.4a Updated language.
~~26~~	~~Section 5.0: Additional Instructions/Information: Replaced "FTE" with "value" throughout the entire section~~
~~26~~	~~Section 5.1: Replaced "Additional FTE" with "Academic Acceleration Options Supplement".~~
~~26~~	~~Section 5.1: Updated reference.~~
~~26~~	~~Section 5.1: Replaced "bonus FTE" with "additional values"~~
~~26~~	~~Section 5.1: Added last paragraph~~
~~26~~	~~Section 5.1.1: Replaced "advanced placement" with "AP"~~
~~26~~	~~Section 5.1.1: Deleted "FTE" from "*FTE Reported Course*"~~
~~28~~	~~Section 5.1.4a: Revised entire section. Replaced FTE membership funding for CAPE Digital Tool Certificates with Academic Acceleration Options Supplement; limited to Grade Level 5.~~
~~28~~	~~Section 5.1.4b Revised information for CAPE Industry Certifications, reference to receiving 1 to 14 college credits.~~
~~28~~	~~Section 5.1.4b: Revised entire section. Updated name from "CAPE Industry Certifications" to "CAPE basic Non-Articulated". Added new language establishing 0.1 FTE Academic Acceleration Supplement for CAPE Basic Non-Articulated certifications identified on the 2025-26 Industry Certification List.~~
~~28~~	~~Section 5.1.4c CAPE Basic Articulated: Entire section added.~~

~~28~~	~~Section 5.1.4c: Renumbered to "5.1.4d". Revised entire section to clarify funding calculations for CAPE Acceleration Industry Certifications~~
~~29~~	~~Section 5.1.4d: Renumbered to "5.1.4e". Named changed from "Career Pathway and Related Industry Certification" to "CAPE Pathway Completer". Revised funding calculation and reporting requirements for CAPE Pathway Completer, including detailed eligibility and documentation criteria.~~
~~29~~	~~Section 5.1.4e(d) Revised to clarify language about Career Pathway and Related Industry Certification.~~
~~29~~	~~Section 5.1.4e: Renumbered to "5.1.4f". Added language to clarify that dual enrollment courses may be registered as career-themed courses and revised the statutory reference for teacher bonus requirements.~~
29	Section 5.1.7 *Advanced Courses*. New section added.
~~30~~	~~Section 5.1.5: Replaced "FTE" with "funding".~~
~~30~~	~~Section 5.1.5: Revised eligibility criteria for Dual Enrollment.~~
~~30~~	~~Section 5.1.5: Deleted "FTE" from the last sentence of the fourth paragraph.~~
~~30~~	~~Section 5.1.5: Added data element for reporting CAPE Industry Certification Funding List eligible for Dual Enrollment.~~
~~30~~	~~Section 5.1.6: Replaced "earn additional FTE" with "report additional funding values".~~
30	Section 5.2.1 Updated language in first paragraph.
30	Section 5.2.2 Updated language in first paragraph.
~~31~~	~~Section 5.1.6: Updated statutory reference.~~
~~31~~	~~Section 5.2 Added "DJJ's Florida Scholars Academy"~~
~~32~~	~~Section 5.2.1 Revised Academic Dual Enrollment, #2, included language for participating/does not participate in SCSN~~
~~32~~	~~Section 5.2.2: Replaced "Technical Center" with "School District Technical College" in the Instructional setting N°1.~~
~~33~~	~~Section 5.2.2: Replaced "Florida College" with "Florida College System institution" in Instructional setting N°2.~~
~~33~~	~~Section 5.2.2: Added "institution" to "Florida College System" in Instructional setting N°3.~~
~~33~~	~~Section 5.2.2: Replaced "Technical Center" with "School District Technical College" in Instructional setting N°4.~~
~~33~~	~~Section 5.2.2: Replaced "center" with "college" in the Instructional setting N°4.~~
~~34~~	~~Section 5.2.2: Replaced "Center" with "College" in the Instructional setting N°5.~~

~~34~~	~~Section 5.2.2: Deleted "FTE and" in the Instructional setting N°5.~~
35	Section 5.10 Changed the section name. Deleted Section reference, no longer valid reference.
~~36~~	~~Section 5.9 Revised section on FTE Calculation and Reporting for Students in Department of Juvenile Justice and Juveniles Incompetent to Proceed Educational Programs to remove reference to non residential programs.~~
36	Section 5.12 Updated language.
~~37~~	~~Section 5.10 Removed "and AMI (Area Median Income)" from Code C.~~
~~38~~	~~Section 5.11 Added, in sentence two, "…for home education students would be the district the student resides in…"~~
38	Section 6 Updated Rule 6A-1.0453, F.A.C.
~~40~~	~~Section 5.16 Instruction in Career Exploratory Education: Entire section added.~~
40	Appendix A Updated Survey dates from 2026-2027 to 2029-2030.
41	Appendix B Updated Program Cost Factor column.
~~43~~	~~Appendix A: Updated Survey dates from 2025-2026 to 2028-2029.~~
~~44~~	~~Appendix B: Updated Program Cost Factor Column~~
~~45~~	~~Appendix E: Renumbered to old Appendix C – McKay Scholarship.~~
~~56~~	~~Appendix C (E): FEFP Program number, added "111"~~
~~59~~	~~Appendix F: Renumbered to old Appendix D – Family Empowerment Scholarship (FES).~~
~~60,61,62,63~~	~~Appendix D (F): Removed Course 1500480, Added Courses 2100991 and 2100992 .~~
~~66~~	~~Appendix G: Renumbered to old Appendix E – Virtual School Students.~~
~~67~~	~~Appendix E (G): Added "or DJJ's Florida Scholars Academy"~~
~~67~~	~~Appendix E (G): Added "Florida college System institution, school district career centers or charter technical career centers" in the Eligibility criteria N°5.~~
~~67~~	~~Appendix E (G): Deleted "college or vocational technical center" in the Eligibility criteria N°5 for transportation funding.~~
~~74~~	~~Appendix E (G): Deleted Membership Category P, Added Family Empowerment Scholarship Program~~
~~74~~	~~Appendix E (G): Deleted Family Empowerment Scholarship Program.~~
~~75,76~~	~~Ref. revised to include Rule 6A-1.09441, Florida Administrative Code F.A.C.~~
61,62	Appendix D Added 1500441; 1500442; 1500480; 7915999.
63	Appendix E Updated s. 1006.23(1), F.S.

1.1 Overview

The 2026-2027~~2025-26~~ 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) residential programs;
- Juveniles Incompetent to Proceed (JITP) programs;
- Florida Virtual School (FLVS); and
- Virtual instruction programs and virtual charter schools for the purpose of course completion and credit recovery pursuant to Sections (s~~s~~s.) 1011.61, 1002.45 and ~~s.~~ 1003.498, Florida Statutes (F.S.).

The FEFP provides funding for 250 days of instruction or the hourly equivalent of 250 days for DJJ programs. However, Supplemental Academic Instruction (SAI) Allocation and Reading Allocation funds may be used for prekindergarten through grade 12 (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 FTE associated with extended school year programs and summer reading programs, for use by the Florida Department of Education (FDOE) in preparing statistical reports, reviewing participation in selected summer programs and planning for student growth.

Courses offered by FLVS, franchises of FLVS, district virtual instruction programs, district virtual course offerings, virtual courses delivered on a public-school campus and virtual charter schools, will be funded based on successful course completion. Details on the reporting of FTE for students in these virtual education programs can be found in Appendix E.

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 student residents 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 the Friday of survey week.

Adult postsecondary career and technical education and adult general education programs are funded through Workforce Development. All adult postsecondary career and technical education and adult general education program information is reported through the Workforce Development Information System (WDIS), except for career postsecondary dual enrollment, for which the district of enrollment is eligible to earn funding under the FEFP.

These instructions explain the methodology for reporting eligible PK-12 FTE by students and by course. The instructions are organized as follows:

1. The first section provides a general overview.
2. The second section outlines general guidelines for reporting, including general procedures, surveys, eligibility criteria, definitions and information regarding FTE reporting for unique scheduling approaches, such as year-round schools and extended school year.
3. The third section describes FTE recalibration to 1.0 and reporting guidelines.
4. The fourth section provides procedures on specific topics, including record reporting, FTE calculation, the edit process and PK-12 education.
5. The fifth section provides special instructions for reporting additional FTE for Advanced Placement (AP) courses, International Baccalaureate (IB) courses, Advanced International Certificate of Education (AICE) courses, Industry-Certified Career Education courses, Early High School Graduation, Dual Enrollment (DE) courses, Blended Learning courses, Virtual courses delivered on a public school campus, Dropout/Academic 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 the programs and numbers to be used for reporting FTE and for program cost reporting.
9. Appendix C ~~was removed since it is no longer applicable for student reporting~~ provides virtual school student reporting instructions.
10. Appendix D ~~was removed since it is no longer applicable for the Family Empowerment Scholarship (FES) Program because districts are no longer required to report FES students for funding~~ provides a list of Course Code Directory (CCD) courses that do not generate FTE for FEFP funding.
11. Appendix E provides ~~virtual school student reporting instructions~~ the Student Information Database Reporting Requirements for Student Transportation (Surveys 1, 2, 3 and 4).
12. ~~Appendix F provides a list of Course Code Directory (CCD) courses that do not generate FTE for FEFP Funding.~~
13. ~~Appendix G provides the Student Information Database Reporting Requirements for Student Transportation (Surveys 1, 2, 3 and 4)~~

2.0 General Guidelines for Reporting

2.1 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, **regardless** of the funding eligibility of that student, to participate in FEFP. This requirement includes students not eligible because of attendance and students funded through the Supplemental Academic Instruction (SAI) Allocation or the Reading Allocation.

The surveys for record determination are sent annually by the Commissioner of Education. For FTE reporting, the surveys cover the following time frames:

1. **Survey 1 (July)** covers the period from the beginning of the fiscal year (July 1) to the beginning of the defined 180-day school year.
2. **Survey 2 (October)** covers the first 90 days of the 180-day school year.
3. **Survey 3 (February)** covers the second 90 days of the 180-day school year.
4. **Survey 4 (June)** covers the period from the end of the 180-day school program to the end of the fiscal year (June 30).
5. **Survey 5 (August)** covers reporting of entire school year data (due in August).

2.2 Hourly Equivalent to 180-Day School Year and 250-Day School Year for Juvenile Justice Education Programs

Each district which participates in the state appropriations for FEFP must operate all schools, except a juvenile justice education school or program, for a term of 180 actual teaching days, as prescribed by s. 1011.60(2), F.S. or the hourly equivalent of 180 actual teaching days, as prescribed in Rule 6A-1.045111, Florida Administrative Code (F.A.C.). The hourly equivalent for kindergarten through grade 3 is 720 instructional hours and 900 instructional hours for students in grades 4-12.

A juvenile justice education program must operate for a term of 250 actual teaching days or the hourly equivalent, which is no fewer than 1,250 instructional hours, as prescribed in Rule 6A-1.0451116A-1.04511, F.A.C. The district school board may decrease the minimum number of days of instruction by up to 20 days or the equivalent hours for teacher planning for juvenile justice education programs. Each teacher planning day is equivalent to five (5) instructional hours.

NOTE**:** Time allotted for lunch and changing class periods should not be reported as part of the "*FEFP Membership Minutes, Weekly*" data element.

2.3 Dropout Prevention and Academic Intervention Programs

Dropout Prevention/Academic Intervention and Teenage Parent Programs, grades 1-3, grades 4-8 and grades 9-12 are reported in the appropriate FEFP program. Students must be reported under the appropriate code on the Dropout Prevention/Juvenile Justice Programs data element.

2.4 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 FTE (0.1667) per course as prescribed in s. 1011.61(1)(c)1.b.(VIII), F.S. These students should be reported in Survey 4 on the Student Course Schedule format with period number 9800 and FEFP program numbers 102 or 103. Funding for these students will be calculated in the final FEFP calculation.

2.5 Extended School Year Surveys

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. Pursuant to s. 1011.62(1)(m)~~(r)~~, F.S., an extended school year program extends the school year to 210 days or more. Educational Enrichment 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 record being reported is for extended school year instruction. The records for the first 180-days are reported as for any other 180-day school year records.

Extended school year surveys for record determination and FTE reporting are reported in Survey 4 (June) and Survey 1 (July) and are not eligible for FEFP funding.

2.6 Year-Round School Program Surveys

Surveys 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.

2.7 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.

2.8 Tracks Not in Session

If it is survey week and the year-round school student track is not in session, then the last five (5) days that the track was in session prior to survey week for both the October and February surveys become the established survey. Use the final five (5) days for survey week, the preceding six (6) 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.

2.9 Intersession

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

Intersession survey week should be established by using the middle day/middle week of the survey. 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 FTE being reported is for "beyond 180-day" instruction.**

2.10 Alternate Survey

Rule 6A-1.0451(2), F.A.C., states:

> The Commissioner shall have the authority to establish for any school district or school an alternate date for an FTE student membership survey or transported student membership survey within eight (8) weeks of the regular statewide survey if evidence is submitted by the school district that 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 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; immigration or out-migration in agricultural, industrial and federal installations or contractors; or providential causes beyond the control of the district school board.

Section ~~s.~~ 1003.52(13)(c), F.S., states that district school boards are required to request an alternative FTE survey for DJJ 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, the alternate survey data shall be used in place of the regular survey FTE and associated data, provided FTE meets the percentage requirements specified in the rule.

When the district requests an alternate survey, the letter of response from FDOE 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.

2.11 Courses Eligible for FEFP Funding During Regular 180-Day School Year

During Surveys 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 timeframe covered by the survey. Please see Appendix E for virtual school student reporting requirements.

2.12 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 DJJ programs, Juveniles Incompetent to Proceed (JITP) programs and FLVS courses are not funded through FEFP. FTE for intersession and summer school courses are reported even though FTE does not earn FEFP funds.

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

The following summer school criteria/guidelines must be followed:

1. Report 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 FTE for enrichment or recreation courses.

NOTE**:** If reporting FTE for students in schools using a calendar with fewer than 1,200 minutes per week for students in grades PK-3, or fewer than 1,500 minutes a week for grades 4-12, for more than 180 instructional days, but not exceeding beyond the last day

of the fiscal year (June 30), then see Step 7, Paragraph C in the “Specific Guidelines for Reporting” section of these instructions.

2.13 Foreign Exchange Students

Typically, foreign exchange students do not generate funding through the FEFP and that is usually because there are other funding sources that fund the education of that student:

- **F-1 visas** are primarily for international students and these students are required to pay tuition.
- **J-1 visas** are for foreign exchange programs and some may have agreements up front on whether the student will or will not pay the cost of education. The district can require payment, but most foreign exchange students are having their tuition paid by federal programs or some other type of grant. If the student does not pay the cost of education, the district may report the student for funding.

If the foreign exchange student’s tuition is funded through one of these or another source besides the FEFP program, the school must not report FTE for these students. In that case, the student’s entire schedule should be coded as 999 for the FEFP Number.

2.14 Natural Disasters / Hurricanes

District Management Information System (MIS) Data Reporting Priorities:

If survey processing is impacted due to a hurricane or any other disaster, districts must wait for guidance to be provided by the FDOE. Guidance may include a memo sent out to superintendents via email providing the next steps. The FDOE leadership teams must assess statewide impact and monitor district feedback as local assessments are completed. Requests for survey extensions or changes related to the survey must be reviewed on a case-by-case basis. Therefore, responses and follow-up will be provided as information becomes available. The Bureau of PK-12 EIS will also send the memos (provided to superintendents) to local MIS staff.

Please keep in mind this is general guidance as each hurricane/disaster is handled and assessed independently. As soon as information is made available the Office of Funding and Financial Reporting (OFFR), the FTE-CS team or the PK-12 EIS team will communicate the information with the districts.

3.0 Recalibration of FTE to 1.0

All student FTE enrollment is capped at 1.0 FTE, except for FTE reported by DJJ students beyond the 180-day school year and FTE related to Family Empowerment Scholarship (FES) Programs. School districts should report all FTE enrollment regardless of the 1.0 FTE cap. Note the districts are not required to report FES students for funding.

FDOE will combine all FTE enrollment reported for the student by all districts, including FLVS. FDOE 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. FTE reported for DJJ FTE enrollment earned beyond the 180-day school year and FTE reported for FES Programs are not included in the recalibration to 1.0 FTE.

If a student only has FTE enrollment reported in one survey of the 180-day school year (Survey 2 or Survey 3), FTE reported will be capped at 0.5 FTE, even if FTE is reported in Survey 1 and/or Survey 4, with exception to FTE reported by DJJ students beyond the 180-day school year and FTE related to FES Programs.

4.0 Specific Guidelines for Reporting

4.1 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.

4.1.1 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 FTE survey week is the specific time for setting the student's schedule as mentioned in the step below.

4.1.2 Step 2: Student Course Schedule Record

A local student course record containing all 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 ~~2025-26~~2026-27 Student Information System (fldoe.org). The following must be included in the record:

A. Record Identifiers

1. District Number, Current Enrollment
2. School Number, Current Enrollment
3. Florida Education Identifier (FLEID)
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 zeroes])
10. FEFP Program Number
11. FTE Reported, Course (set to 0000 [all zeroes])

12. FTE Eligibility Flag

C. Other Data

1. Grade Level
2. English Language Learners: Instructional Model
3. Year-Round/Extended School Year FTE Indicator
4. Dual Enrollment Indicator
5. Career and Technical Education/Adult General Education Program Code
6. Location of Student

4.1.3 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 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 FEFP), the district must submit all records with all elements completed with valid information. For students who are not funded through FEFP, the district should report 999 as *FEFP Program Number* and 0000 (all zeroes) for *FTE Reported, Course*. These records should be sent along with the records that will be addressed in Steps 4-10.

Also, FTE for intersession and summer school courses is reported even though FTE does not earn FEFP funds. Please refer to the section *"Courses Reported Beyond Regular 180-Day School Year (Summer School and Year-Round School Intersessions)"* for more information.

4.1.4 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 (1) of the six (6) scheduled school days preceding the survey week when the school was in session. If school is not

scheduled on a day during survey week (5-day window), an additional day may not be added to the survey week (5-day window).

It should be noted that when the procedures outlined in FDOE Student 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 (3) 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 FTE Eligibility Flag to "N," and convert the record to the State Student Course Schedule format. *FTE Reported*, *Course* field should be set to 0000 (all zeros) and FEFP Program Number should be 999. Go to Step 9 for details regarding continued processing of those records.

FTE for intersession and summer school courses is reported even though FTE does not earn FEFP funds. Please refer to the section *"Courses Reported Beyond Regular 180-Day School Year (Summer School and Year-Round School Intersessions)"* for more information.

For the purpose of reporting virtual dual enrollment FTE, a student enrolled in a virtual course is considered in attendance if a transcript is kept that shows that the student received a result in said course. School districts and virtual charter schools should maintain these transcripts in the event that the program is audited.

4.1.5 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 CCD for the reporting year or that it is in the Statewide Course Numbering System (SCNS); additionally, the district must verify 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.

4.1.6 Step 6: 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.

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

English for Speakers of Other Languages (ESOL) or Career Education courses. There may be exceptions, including some hospital/homebound and dual enrollment students. Refer to the appropriate sections of these FTE General Instructions for more information.

In addition, FEFP Program Number 300 should be used when reporting secondary career education courses for students in grades 9-12. However, if students are reported for funding in Programs 111, 112, 113, 254 or 255, their entire schedule should be reported under these program numbers, even if they are participating in Career Education courses.

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 exceptional student education (ESE) services at the public school);
- Full-time Prekindergarten students (except for those receiving ESE services under FEFP 111, 254, 255);
- Students not meeting the attendance requirements;
- Dual enrollment laboratory courses funded through the corresponding lecture courses;
- Courses in the CCD identified as not generating FTE funding (see Appendix F);
- Students in grades 7-12 who are enrolled for more than four (4) semesters in exploratory career education; and
- Private school students served with Individuals with Disabilities Education Act (IDEA) funds.

Pursuant to s.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 2013-2014 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 2010-2011, fundable FTE may not be reported for students in 20<u>26-2027</u>~~25-26~~ until such time as the program is certified in accordance with the law and State Board of Education rule. For programs established after 2010-2011, 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.

4.1.7 Step 7: Reporting FTE Reported, Course

The number of hours for which a PK-3 student may report FTE is based on 720 hours per 180-day school year and 900 hours per 180-day school year for students in grades 4-12, except for DJJ students and JITP students. (See the section on *FTE Calculation and Reporting for Students in DJJ 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 1,500 minutes weekly for all students. Please see the formulas below for conversion methodology.

A. Students in Grade Levels PK-3: FTE per minute for Surveys 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.**

   ***Class Minutes, Weekly* × 0.00041667 = FTE**

   Example: 250 *Class Minutes, Weekly* **×** 0.00041667 = 0.1042 FTE

B. Students in Grade Levels 4-12: FTE per minute for Surveys 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.**

   ***Class Minutes, Weekly* × 0.00033333 = FTE**

   Example: 250 *Class Minutes, Weekly* **×** 0.00033333 = 0.0834 FTE

C. Students in Grade Levels PK-3 use a 720-hour school year with less than 20 hours of instruction weekly with more than 180 days and not exceeding beyond the last day of the fiscal year (June 30):

   For Surveys 2 and 3, use the corresponding grade level from Step 7A above to determine the amount of FTE to report.

   Instruction that occurs beyond the 180-day school year in the situation described above should be reported in Survey 4. To calculate FTE for the instruction that occurs beyond the 180-day school year, divide the scheduled hours for the instructional days beyond the 180 days by 720 for grades PK-3. Then use the corresponding grade level category A from above to determine the amount of FTE to report.

   Instruction reported in Surveys 2, 3 and 4 will be combined and recalibrated appropriately for students in schools using a 720-hour school year with less than 20 hours of instruction weekly with more than 180 days and not exceeding beyond the last day of the fiscal year (June 30).

   NOTE: Schools using a 720-hour school year with less than 20 hours of instruction weekly must be indicated in the Master School ID (MSID) file.

D. Students in Grade Levels 4-12 using a 900-hour school year with less than 25 hours of instruction weekly with more than 180-days and not exceeding beyond the last day of the fiscal year (June 30):

   For Surveys 2 and 3, use the corresponding grade level from Step 7B above to determine the amount of FTE to report.

Instruction that occurs beyond the 180-day school year in the situation described above should be reported in Survey 4. To calculate FTE for the instruction that occurs beyond the 180-day school year, divide the scheduled hours for the instructional days beyond the 180-days by 900 hours for grades 4-12. Then use the corresponding grade level category B from above to determine the amount of FTE to report.

Instruction reported in Surveys 2, 3 and 4 will be combined and recalibrated appropriately for students in schools using a 900-hour school year with less than 25 hours of instruction weekly with more than 180-days and not exceeding beyond the last day of the fiscal year (June 30).

NOTE: Schools using a 900-hour school year with less than 25 hours of instruction weekly must be indicated in the MSID file.

4.1.7a 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 Surveys 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 *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 FDOE.

4.1.7b Reporting Block-Scheduled Classes for FTE

Districts in which schools are scheduling classes that rotate lengths or offerings from one (1) 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 zero (0) hours of the science

course. For the week following survey week, the student's schedule reflects zero (0) 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 five (5) hours for the math course and five (5) hours for the science course.

4.1.7c Reporting FTE Reported, Course for Summer Sessions

Within the PK-12 education program, if the June (Survey 4) or July (Survey 1) summer school period is scheduled so that it takes place outside the regularly scheduled survey week period, then a separate survey week will be established to count these students. The middle day or middle week of the summer period should be used as the basis for establishing the survey week. The same survey week is established for reporting both FTE students and transported FTE students.

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

4.1.7d 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 FTE (0.1667) per course. These students should be reported in Survey 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.

4.1.8 Step 8: Local Edit Process

Using the records and all 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. On-the-Job Training (OJT) and Diversified Cooperative Training (DCT)

   Students who are enrolled in Course Numbers that are OJT, DCT 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 sites, non-school site, on-the-job training and cooperative training programs shall not exceed 25 hours per week of membership. Total membership hours in such cases may not exceed normal student membership hours for students in that school. The district must keep appropriate documentation of the student's time and attendance (e.g., timecard or other similar documentation). The

number of OJT hours should be determined from the seven (7) days ending on the Friday of survey week.

Districts should report the time a student is enrolled in and scheduled to participate in the work-based activity. For example, if a student is scheduled to work nine hours a week in OJT and the student is sick four (4) of the nine (9) hours, the nine (9) scheduled hours is still reported. The student must meet the membership and attendance requirements as outlined in Step 3 and Step 4 of this document.

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 FEFP, except for:

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).

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 FEFP (except for any time they are receiving part-time ESE services at the public school).

Also, some part-time PK students may be reported for time receiving ESE services for ESE programs that are funded through 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 E, the Survey Period Code must be valid for the period covered by the data. For example, if the data are being reported for the first 90 days of the 180-day school year, the Survey Period Code must be “2.”

E. Verification of Requirements

Verify that the requirements of s. 1001.42, F.S., and Rule 6A-1.09441, F.A.C., have been met as they relate to the reporting of students under FEFP.

4.1.9 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 FDOE.

4.1.10 Step 10: Audit File

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

4.1.11 Step 11: FTE Amendments

Rule 6A-1.0451(4), F.A.C., allows districts to make amendments to their FTE Student Membership surveys or inform FDOE of any claim or dispute pertaining to FTE student membership reflected in FDOE FTE student membership or recalibration reports, in accordance with the following schedule:

1. Survey 1 (July) may not be amended after September 30, the close of survey;
2. Survey 2 (October) may not be amended after December 15, the close of survey;
3. Survey 3 (February) may not be amended after April 15, the close of survey;
4. Survey 4 (June) may not be amended after August 15, the close of survey; and
5. Survey 5 (August) may not be amended after October 31, the close of survey.

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 ESE records for students with active Individual Educational Plans, must also be submitted in order to avoid nulling of FTE.**

5.0 Additional Instructions/Information

5.1 Academic Acceleration Options Supplement

An additional survey, **Survey 5**, covers reporting of the entire school year data and is due at the beginning of August. Survey 5 is reporting of additional values including the Advanced Placement, Advanced International Certificate of Education, Dual Enrollment and International Baccalaureate programs and other advanced courses defined in s. 1007.27(2), F.S. Supplemental values for successful completion of a career-themed course pursuant to s. 1003.491, s. 1003.492, s. 1003.493 and s. 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 2026-2027 fiscal year under s. 1011.62(17), F.S., will also be reported in Survey 5. **It is critical that districts correctly report values associated with these programs during the survey processing time frame.**

Survey 5 additional values data are used in the third, fourth and final FEFP calculations of the fiscal year in which they are reported. For example, Survey 5, 2025-2026~~2024-2025~~ additional values data are reported and funded in fiscal year 2026-2027~~2025-2026~~.

In the 2026-27~~2025-26~~ fiscal year, these values are funded through the Academic Acceleration Options Supplement within the FEFP. Funding through this line item is provided through legislative appropriation.

5.1.1 Advanced Placement (AP)

For a district to earn additional value for students in AP 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 AP course in the CCD.
3. The value of *Reported Course* must be calculated as for any other course.
4. A Teacher Course Record must be created for the course.

To earn 0.16 additional value, the student must have been enrolled in the AP course and scored 3 or higher on the subject examination. These values are to be reported, as appropriate, for the element *Value Earned, College Entrance Examination Board Advanced Placement Test* 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.**

To earn 0.30 additional value, the student must have received a College Board Advanced Placement Capstone Diploma while meeting the requirements for a standard high school diploma under s. 1003.4282, F.S. These values are to be reported, as appropriate, for the

element *Value Earned, College Board Advanced Placement Capstone Diploma* on the Student Additional Funding format in August (Survey 5) in the year of enrollment.

These values may only be reported as multiples of 0.30. **Records submitted with values that are not multiples of 0.30 will be rejected.**

5.1.2 International Baccalaureate (IB)

Districts may earn additional value for students who are in IB 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 IB 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 IB course(s) and who scores 4 or higher on the subject examination is eligible to earn 0.16 additional values for each subject area. Multiple values of 0.16 may be recorded for the student, as appropriate, for the element *Value Earned, 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 IB diploma, the value of 0.30 must be recorded for the element *Value Earned, International Baccalaureate Diploma* on the Student Additional Funding format. **Only the value of 0.30 may be recorded for this element; otherwise, the record will be rejected.**

5.1.3 Advanced International Certificate of Education (AICE)

Districts may earn additional value for students who are in AICE 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 AICE 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 AICE course(s) and who scores “E” or higher on the subject examination is eligible to earn an additional 0.16 value for each full-credit subject area. A value of 0.08 for student membership shall be calculated for each student enrolled in a half-credit AICE 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 *Value Earned, 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 AICE diploma, the value of 0.30 must be recorded for the element *Value Earned, Advanced International Certificate of Education Diploma* on the

Student Additional Funding format. **Only the value of 0.30 may be recorded for this element; otherwise, the record will be rejected.**

5.1.4 Industry-Certified Career Education

5.1.4a CAPE Digital Tool Certificates

A value of 0.025 will be calculated toward the Academic Acceleration Options Supplement funding for each student who earns a CAPE Digital Tool Certificate in elementary school grades (up to Grade Level 8). For middle grades students in grade 6-8, a maximum of two certificates may be earned per year. This value is calculated by the department for students who are reported on the Industry Certification Format with approved digital tool certificates on the CAPE Industry Certification Funding List. Middle grade students may not earn more than two CAPE Digital Tool certificates per school year.

5.1.4b CAPE Basic Non-Articulated

A value of 0.1 will be calculated toward the Academic Acceleration Options Supplement funding for each student who completes a career-themed course pursuant to Sections 1003.491–1003.493, F.S. or a course with an embedded CAPE industry certification and is issued an approved industry certification specifically identified in the CAPE Industry Certification Funding List as a CAPE Basic Non-articulated industry certification. The list of certifications is identified on the 2026-27~~2025-26~~ CAPE Industry Certification List adopted in Rule 6A-6.0576, F.A.C. This value is calculated by the department for students who are reported on the Industry Certification Format with approved certifications on the CAPE Industry Certification Funding List.

5.1.4c CAPE Basic Articulated

A value of 0.2 will be calculated toward the Academic Acceleration Options Supplement funding for each student who completes a career-themed course pursuant to Sections 1003.491–1003.493, F.S. or a course with an embedded CAPE industry certification and is issued an approved industry certification specifically identified in the CAPE Industry Certification Funding List as a CAPE Basic Articulated industry certification. These certifications have an active statewide articulation agreement of 1-14 college credits. The list of certifications is identified on the 2026-27~~2025-26~~ CAPE Industry Certification List adopted in Rule 6A-6.0576, F.A.C. This value is calculated by the department for students who are reported on the Industry Certification Format with approved certifications on the CAPE Industry Certification Funding List.

5.1.4d CAPE Acceleration Industry Certifications

A value of 0.5 will be calculated toward the Academic Acceleration Options Supplement funding for each high school student who completes a CAPE Acceleration industry certification that articulates for 15 to 29 college credit hours. A value of 1.0 will be calculated toward the Academic Acceleration Options Supplement funding for each high school student who completes a CAPE Acceleration industry certification that articulates for 30 or more college credit hours. These values are calculated by the department for

students who are reported on the Industry Certification Format with approved certifications on the CAPE Industry Certification Funding List.

5.1.4e CAPE Pathway Completer

A value of 0.3 will be calculated toward the Academic Acceleration Options Supplement funding for a high school student who completes at least three courses and an industry certification in a single career and technical education program and who exits with a standard high school diploma. Qualifying students are reported on the Student Additional Funding format on the *Value Earned, CAPE Pathway Completer* data element. The list of eligible programs and related industry certifications are adopted in Rule 6A-6.0576, F.A.C., annually. Conditions for reporting include the following:

1. A student may only be reported by the district as a CAPE Pathway Completer once, beginning in 2025-26. If a student is a CAPE Pathway Completer for more than one CTE program, the student is reported with only one 0.3 value and the district may determine the pathway which was funded. If a student was previously calculated and funded in the FEFP for a program, the student may not be reported as a CAPE Pathway Completer in that program in the 2026-27~~2025-26~~ reporting year.
2. To be reported, a student must have:
    a. Satisfied the requirements to be a 2026-27~~2025-26~~ CTE Concentrator in a secondary CTE program while enrolled in the district, as defined in Rule 6A-6.0576, F.A.C.,
    b. Earned a related industry certification approved for the CTE program of concentration in reporting district in the current or prior year and,
    c. Been awarded a standard high school diploma by the reporting district in 2026-27~~2025-26~~.
3. School districts must report supporting courses and credits earned information which includes the following:
    a. Career and technical education courses must be reported on the Student Transcript Course Information format with reported credit earned in the course greater than zero (0) and equal to or greater than the high school credits required for completion of the course sequence in the CTE program.
    b. The student must have been reported in the secondary career and technical education program of concentration on the Career and Technical Student Course Schedule in the current or prior years of enrollment.

Only the value of 0.30 may be recorded for this element; otherwise, the record will be rejected.

5.1.4f General Notes

Career-themed courses are registered by the district annually as specified in Rule 6A-6.0576, F.A.C. Only certifications earned in registered career-themed courses are eligible for the calculation. The list of approved courses is published in the student database manual in Appendix FF. 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.

For industry certifications funded in FEFP, the payment of a teacher bonus is required as specified in s. 1011.62(17)(f)2., F.S. However, a bonus may not be awarded to a teacher who fails to maintain the security of any CAPE industry certification examination or who otherwise violates the security or administration protocol of any assessment instrument that may result in a bonus being awarded to the teacher.

Rule 6A-6.0576, F.A.C., includes test administration procedures for the delivery of industry certification exams and prohibits teachers from administering industry certification exams to students for whom they provide direct instruction for the certification.

5.1.5 Dual Enrollment

Districts may earn additional funding for certain students who are enrolled in dual enrollment instruction under the following special circumstances:

1. When a student completes a general education core course through a dual enrollment program with a grade of "A" while enrolled in an early college program pursuant to s. 1007.273, F.S.
2. When a student completes a general education core course through a dual enrollment program with a grade of "A" through a collegiate high school program.
3. When a student receives an associate degree through a dual enrollment program with a grade point average of 3.0 or better in the postsecondary courses.
4. When a student completes a career course through the dual enrollment program with a grade of "A" in a pathway that leads to an industry certification that is included on the CAPE Industry Certification Funding List. See Rule 6A-6.0577 for reference.

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. If a course satisfies both a general education and career dual enrollment course requirement, the highest value is reported. For example, if a course is an approved General Education Course and is also an approved career dual enrollment course, a 0.16 value should be reported.

The student who has completed a general education core course through a dual enrollment program with a grade of "A" or better while enrolled in an early college program is eligible to earn an additional 0.16 value, while the student who completes the course while not enrolled in an early college program is eligible to earn an additional 0.08 value. Multiple values of 0.08 and 0.16 may be recorded for the students, as appropriate, for the element *Value Earned, Academic Dual Enrollment Course* on the Student Additional Funding format. **Records submitted with values that are not multiples of 0.08 or 0.16 will be rejected.**

For students who receive an associate degree through the dual enrollment program with a grade point average of 3.0 or better, the value of 0.30 value must be recorded for the element *Value Earned, Academic Dual Enrollment Associate Degree* on the Student

Additional Funding format. **Only the value of 0.30 may be recorded for this element; otherwise, the record will be rejected.**

The student who completes a career course through the dual enrollment program with a grade of "A" in a pathway that leads to an industry certification that is included on the CAPE Industry Certification Funding List is eligible to be reported with a value of 0.08 on the *Value Earned, Career Dual Enrollment Course* data element. **Records submitted with values that are not multiples of 0.08 will be rejected.** See the following link for a list of eligible courses, CAPE FEFP Resources (fldoe.org).

5.1.6 Early High School Graduation

Districts may report additional funding values for students who graduate early pursuant to s. 1003.4281, F.S. Pursuant to s. 1011.62(17)(p), F.S. a district may earn 0.25 additional value for a student who graduates one semester in advance of the student's cohort and 0.50 additional value for a student who graduates one (1) year or more in advance of the student's cohort. The additional value 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 amount indicated in the element *Value Earned, Early Graduates* following the student's graduation.

The district of current enrollment, from which early high school 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 two (2) years, the district shall report the additional value for payment in the subsequent fiscal year. If the student was enrolled in the district for less than two (2) years, the district of enrollment shall report the additional value and shall transfer a proportionate share of the funds earned for early graduation to the district in which the student was previously enrolled.

5.1.7 Advanced Courses

A value of 0.16 should be reported for each student in a Florida Advanced Course who achieves a minimum score on an assessment identified by the department pursuant to s. 1007.27(2), F.S. Advanced courses are identified by FDOE pursuant to s. 1007.27(2), F.S. As of the 2026-27 academic year, the department will be releasing the Florida Advanced Courses and Tests (FACT) College Algebra course for full statewide implementation.

5.2 Dual Enrollment

Dual Enrollment membership shall be calculated in an amount equal to the hours of instruction that would be necessary to earn FTE student membership for an equivalent course if it were taught in the school district.

As a reminder, s. 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 be claimed for dual enrollment funding through FEFP.

Students enrolled in Florida School for the Deaf and the Blind or DJJ's Florida Scholars Academy may not be claimed by any other district for dual enrollment funding.

5.2.1 Academic Dual Enrollment

For dual enrollment students at either a public or private college or university for which a dual enrollment articulation agreement exists pursuant to s. 1007.271, F.S., the procedures below must be followed. **NOTE: Dual enrollment/early admission articulation~~admittance~~ agreements may only be with eligible postsecondary institutions as provided in s. 1007.271, F.S~~1011.62 (17),F.S~~.**

A student shall not be claimed for funding under this procedure when the student is enrolled in an ineligible private college or university. Students who are dually enrolled in **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 SCNS for participating institutions or an eligible nonpublic college or university that does not participate in SCNS;
3. FEFP Program Number must be 103 or 113 (102 or 112 if student is taking dual enrollment while in grades 6-8);
4. 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;
5. The school instruction number must be C901-C928, U970-U981 or P001-P999 (i.e., a postsecondary institution);
6. The Dual Enrollment Indicator must be "A" or "E;" and
7. A teacher course record format must be created for the course.

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

5.2.2 Career Dual Enrollment

~~Applied~~A~~a~~cademic Skills Building instruction for postsecondary students is not funded through FEFP.

Districts providing this instruction report all related information through the WDIS. However, career dual enrollment for students in grades 9-12 is funded through FEFP and such FTE is reported in Basic FEFP Program Numbers 103 or 113 (102 or 112 if student is taking dual enrollment while in grades 6-8).

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 School District Technical College 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 one of the Basic FEFP Program Numbers mentioned at the beginning of this section. 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 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 by the technical center providing the instruction.

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

   Students who are dually enrolled in a **Florida College System institution or a private college** for career instruction, and who meet all eligibility requirements should be reported by the district of enrollment in one of the Basic FEFP Program Numbers mentioned at the beginning of this 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 a Florida College System institution or Private College Personnel on the Campus of a Secondary School**

   When the postsecondary career instruction is provided by Florida College System or private college personnel on the campus of a secondary school, the secondary school reports the dual enrollment courses using one of the FEFP Program Numbers mentioned at the beginning of this section.

   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 School District Technical College 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 college operated by the same school district.

   The secondary school must report the dual enrollment (postsecondary career) courses with one of FEFP Program Numbers mentioned at the beginning of this section. 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 technical center.

   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 by a District Technical College in the Same District**

   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 one of FEFP Program Numbers mentioned at the beginning of this section. The value of *FTE Reported, Course* must be calculated as the amount necessary to earn the funding for an equivalent course if it were taught in the school district. *School Number, Current Instruction/Service* is that of the technical college.

   The Dual Enrollment Indicator must be “C.”

   The matching teacher course record(s) must be submitted.

5.3 Blended Learning Courses

Pursuant to s. 1002.321(4)(e), F.S., a blended learning course consists of both traditional classroom and online instruction. Students in a blended learning course must be full-time students of the school. To report a course as blended, personnel must be certified pursuant to s. 1012.55, F.S., and provide direct instruction pursuant to s. 1003.498, F.S. FTE student reporting of blended learning courses for funding under FEFP continues to

be reported based on seat time. Class minutes for an online portion of a blended course shall be calculated based on seat time during documented hours dedicated to the course for which funding is sought. 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 Course" for more information.

The amount of FTE reported for a blended learning course should be reflective of the student's schedule. The total FTE reported for a full-year blended learning course should not exceed 1/6 FTE (0.1667) for Surveys 2 and 3 combined. Semester long courses should be reported with no more than 1/12 FTE (0.0834). However, grades K-8 may report minutes and FTE greater than 1/6 or 1/12 if the instruction provided exceeds 250 minutes weekly.

5.4 Academically High-Performing School Districts

Academically high-performing school districts may provide up to two (2) days of virtual instruction as part of the required 180 actual teaching days or the equivalent on an hourly basis each school year, if approved annually by the Department based upon the criteria described in Rule 6A-1.0450, F.A.C. Unlike full-time or part-time virtual instruction, these days of virtual instruction will be funded through FEFP on a seat-time basis rather than a course completion basis.

5.5 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 FLVS (District of Instruction 71); and FLVS courses under contract with the district to be offered on the public school campus. Please refer to Appendix C for detailed reporting instructions.

5.6 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 C for detailed reporting instructions.

5.7 Dropout Prevention and Academic Intervention Programs

Dropout Prevention/Academic Intervention and Teenage Parent Programs, grades 1-3, grades 4-8 and grades 9-12 are reported in the appropriate FEFP program. **Students 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 s. 1003.54, F.S., are reported in FEFP Program Number 101 using 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.

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

In these programs, student FTE reported for FEFP funding shall comply with s. 1003.56, F.S., and the instruction shall be provided through courses listed in the current CCD 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 FDOE PK-12 Database Manual. All students who are reported as ELL and under the ESOL FEFP Program Number must be receiving instruction by appropriately qualified staff who use ESOL and/or heritage language strategies.

If 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.

NOTE: “LY” or “LP” students in grade PK cannot receive FEFP Program Number 130 funding.

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

Section ~~s.~~ 1003.01(14)(a), F.S., describes the school year for DJJ Programs as follows:

Programs or schools operating for the purpose of providing educational services to youth in DJJ programs, for a school year composed of 250 days of instruction distributed over 12 months. Juvenile Justice education programs may choose to operate for the hourly equivalent of 250 days of instruction expressed in hours, as specified in the SBOE rule. If the period of operation is expressed in hours, the SBOE must review the calculation annually. At the request of the provider, a district school board may decrease the minimum number of days of instruction by up to 20 days, or equivalent hours as specified in the SBOE

rule for teacher planning, subject to the approval of the DJJ 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 for programs not utilizing the hourly equivalent;
3. The calculation of FTE for students in DJJ programs with an hourly equivalent, shall be limited to 900 hours in the first 180 days in Surveys 2 and 3, and 350 hours in Surveys 1 and 4;
4. The school year shall be comprised of 250 days of instruction, or the hourly equivalent, with no more than 20 days, or the hourly equivalent, used for teacher planning; and
5. 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**. FTE is reported under the appropriate FEFP program (e.g., Basic, Career, ESE, ESOL). A DJJ student for Surveys 2 and 3 will be funded at a maximum of 1.0 FTE.

A school district must report no more than 180 days in Survey 2 and 3. Although the district may offer instruction for more than 180 days from the first day of the regular school year up to the last scheduled day of instruction (end of semester two), Surveys 2 and 3 includes days of instruction from the first day of the regular 180-day school year up to and including the 180th day.

The district may report up to an additional 70 days for funding in Surveys 1 and 4 combined. The actual number of days reported in these surveys shall not exceed 70 days. For Survey 1, the district should report the days of instruction up to the start of the 180-day school year. For Survey 4, the district may report all instruction days after the 180th instruction day through June 30. 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 230-day instructional year (a nonresidential facility with 20 teacher planning days), the number of days reported in Surveys 1 and 4 combined will be 50 days.

A school district may not report more than 250 days of instruction for DJJ students or 1,250 hours for DJJ students in DJJ programs; DJJ school calendars may be different from the district calendars.

5.10 Department of ~~Children and Families/Department of~~ Juvenile Justice Clients

~~As required by s. 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 FTE student membership from the prior year for clients of the Department of Children and Families (DCF) and the DJJ.~~

~~To calculate the increase in weighted FTE 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.~~

~~Code A: The student is a client of DCF, 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.*~~

~~Code C: The student is enrolled in a DJJ facility/program and receives educational services from the local school district.~~

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

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

5.11 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 FDOE's Student Information Database to ensure accuracy for the various reports.

The district must create all appropriate formats and the school number code for *School Number, Current Enrollment* which must be N999 for the nonpublic school student and N998 for the home education student. The district of enrollment for home education students would be the district the student resides in 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 FLVS, funding shall be provided upon successful 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 s. 1002.41(1)(a), F.S.

School districts should report dual enrollment courses for home education students.

5.12 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, ESE 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 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.

5.13 Reporting Hospital/Homebound Students

Hospital/homebound students, whose schedules and IEPs specify the number of minutes per week that hospital/homebound services will be provided, should be reported during survey week like other students. These services can be provided at the student's home, in a hospital, through telecommunications, computer devices or other specified settings. If the student is scheduled to receive services and has received services during survey week or one (1) of the six (6) days preceding survey week, the student's scheduled time should be reported. The district should keep proper documentation to verify that the student received appropriate services, as stated in the IEP.

In some cases, a student may be served in a hospital, home setting, through telecommunications, computer devices or other specified settings 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 the school-based program are reported for FTE based on their schedule during the survey week. If the student is scheduled to receive services and has received services in either setting during survey week, or one (1) of the six (6) days preceding survey week, the student's scheduled time in both settings should be reported.

5.14 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.

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 (2) 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 (2) hours of therapy. For survey week, the student's time for calculating FTE should be based on an average of one (1) hour for therapy using the therapy course number and one (1) hour subtracted from the course during which the therapy occurs.

5.15 Non-Resident ESE Students in Residential Facilities

Non-Florida-resident ESE students are not reported for FTE funding through 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, 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.

5.16 Instruction in Career Exploratory Education

Students in grade 7 through 12 who are enrolled in more than four semesters of exploratory career education may not be counted as full-time equivalency students for this instruction.

6.0 Local Record-Keeping Procedures

6.1 Requirements

Each district must establish the following local record-keeping procedures pursuant to Rule 6A-1.0453, F.A.C ~~6A-1.04513, F.A.C.~~.:

A. As of the “date certain” for FTE membership surveys (Surveys 1, 2, 3 and 4) and End-of-Year reporting (Survey 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 by FDOE. 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 FDOE after the close of 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.

C. After the close of Surveys 1, 2, 3 and 4 State Records Processing Cycle and after all subsequent amendments to these surveys, the district superintendent must submit a letter to FDOE 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, FTE1 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 (3) 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 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 Educational 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 ESE program is requested.
H. For OJT and cooperative training programs, student class schedules or timecards, 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 (1) of the days of the survey week or one (1) of the six (6) scheduled days preceding the survey week when the school was in session.

Continuous progress in 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 for 2026-2027 thru 2029-2030 ~~25-2026 thru 2028-2029~~

2026-2027 ~~2025-2026~~	**2027-2028 ~~2026-2027~~**
Survey 1 Survey Week: July 13 - 17, 2026 ~~14 - 18, 2025~~ Due Date: July 31, 2026 ~~August 1, 2025~~ State Processing: July 27 - September 11, 2026 ~~July 28 - September 12, 2025~~ Final Update/Amendment Date: September 30, 2026 ~~2025~~	Survey 1 Survey Week: July 12 - 16, 2027 ~~13 - 17, 2026~~ Due Date: July 30, 2027 ~~31, 2026~~ State Processing: July 26 - September 10, 2027 ~~27 - September 11, 2026~~ Final Update/Amendment Date: September 30, 2027~~2026~~
Survey 2 Survey Week: October 5 - 9, 2026 ~~6 - 10, 2025~~ Due Date: October 16, 2026 ~~17, 2025~~ State Processing: October 12 - October 30, 2026 ~~13 - 31, 2025~~ Final Update/Amendment Date: December 15, 2026 ~~2025~~	Survey 2 Survey Week: October 4 - 8, 2027 ~~5 - 9, 2026~~ Due Date: October 15, 2027 ~~16, 2026~~ State Processing: October 11 - October 29, 2027 ~~12 - November 6, 2026~~ Final Update/Amendment Date: December 15, 2027~~2026~~
Survey 3 Survey Week: February 8 - 12, 2027 ~~2 - 6, 2026~~ Due Date: February 19, 2027 ~~13, 2026~~ State Processing: February 15 - March 5, 2027 ~~9 - 27, 2026~~ Final Update/Amendment Date: April 15, 2027 ~~2026~~	Survey 3 Survey Week: February 7 - 11, 2028 ~~8 - 12, 2027~~ Due Date: February 18, 2028 ~~19, 2027~~ State Processing: February 14 - March 3, 2028 ~~15 - March 5, 2027~~ Final Update/Amendment Date: April 15, 2028~~2027~~
Survey 4 Survey Week: June 14 - 18, 2027 ~~15 - 19, 2026~~ Due Date: July 2, 2027 ~~3, 2026~~ State Processing: June 21 - July 9, 2027 ~~22 - July 10, 2026~~ Final Update/Amendment Date: August 15, 2027 ~~2026~~	Survey 4 Survey Week: June 12 - 16, 2028 ~~14 - 18, 2027~~ Due Date: June 30, 2028 ~~July 2, 2027~~ State Processing: June 19 - July 7, 2028 ~~21 - July 9, 2027~~ Final Update/Amendment Date: August 15, 2028~~2027~~
Survey 5 Due Date: July 23, 2027 ~~24, 2026~~ State Processing: July 19 - August 6, 2027 ~~20 - August 7, 2026~~ Final Update/Amendment Date: October 31, 2027~~2026~~	Survey 5 Due Date: July 21, 2028 ~~23, 2027~~ State Processing: July 17 - August 4, 2028 ~~19 - August 6, 2027~~ Final Update/Amendment Date: October 31, 2028~~2027~~

2028-2029 ~~2027-2028~~ Survey 1 Survey Week: July 10 - 14, 2028 ~~12 - 16, 2027~~ Due Date: July 28, 2028 ~~30, 2027~~ State Processing: July 24 - September 8, 2028 ~~26 - September 10, 2027~~ Final Update/Amendment Date: September 30, 2028~~2027~~ Survey 2 Survey Week: October 2 - 6, 2028 ~~4 - 8, 2027~~ Due Date: October 13, 2028 ~~15, 2027~~ State Processing: October 9 - October 27, 2028 ~~11 - November 5, 2027~~ Final Update/Amendment Date: December 15, 2028~~2027~~ Survey 3 Survey Week: February 5 - 9, 2029 ~~7 - 11, 2028~~ Due Date: February 16, 2029 ~~18, 2028~~ State Processing: February 12 - March 2, 2029 ~~14 - March 3, 2028 Final~~ Final Update/Amendment Date: April 15, 2029~~2028~~ Survey 4 Survey Week: June 11 - 15, 2029 ~~12 - 16, 2028~~ Due Date: June 29, 2029 ~~30, 2028~~ State Processing: June 18 - July 6, 2029 ~~19 - July 7, 2028~~ Final Update/Amendment Date: August 15, 2029~~2028~~ Survey 5 Due Date: July 20, 2029~~2028~~ State Processing: July 16 - August 3, 2029 ~~17 - August 4, 2028~~ Final Update/Amendment Date: October 31, 2029~~2028~~	**2029-2030~~2028-2029~~** Survey 1 Survey Week: July 9 - 13, 2029 ~~10 - 14, 2028~~ Due Date: July 27, 2029 ~~28, 2028~~ State Processing: July 23 - September 7, 2029 ~~24 - September 8, 2028~~ Final Update/Amendment Date: September 30, 2029~~2028~~ Survey 2 Survey Week: October 1 - 5 2029 ~~2 - 6, 2028~~ Due Date: October 12, 2029 ~~13, 2028~~ State Processing: October 8 - October 26, 2029 ~~9 - November 3, 2028~~ Final Update/Amendment Date: December 15, 2029~~2028~~ Survey 3 Survey Week: February 4 - 8, 2030 ~~5 - 9, 2029~~ Due Date: February 15, 2030 ~~16, 2029~~ State Processing: February 11 - March 1, 2030 ~~12 - March 2, 2029~~ Final Update/Amendment Date: April 15, 2030~~2029~~ Survey 4 Survey Week: June 10 - 14, 2030 ~~11 - 15, 2029~~ Due Date: June 28, 2030 ~~29, 2029~~ State Processing: June 17 - July 5, 2030 ~~18 - July 6, 2029~~ Final Update/Amendment Date: August 15, 2030~~2029~~ Survey 5 Due Date: July 19, 2030 ~~20, 2029~~ State Processing: July 15 - August 2, 2030 ~~16 - August 3, 2029~~ Final Update/Amendment Date: October 31, 2030~~2029~~

APPENDIX B

Florida Education Finance Program Numbers and Cost Factors

For 2026-2027, 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	1.107 ~~1.108~~
4-8 Basic	102	1.000
9-12 Basic	103	0.965~~0.972~~
K-3 Basic, with ESE Services **	111	1.107~~1.108~~
4-8 Basic, with ESE Services	112	1.000
9-12 Basic, with ESE Services	113	0.965~~0.972~~
EXCEPTIONAL STUDENT EDUCATION		
Support Level 4	254	3.515~~3.609~~
Support Level 5	255	5.906~~6.064~~
ESOL		
ESOL	130	1.161~~1.165~~
Career Education 9-12		
Career Education 9-12	300	1.090~~1.081~~

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

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

APPENDIX C

FDOE Student Information Database Reporting Requirements for Virtual School Students

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

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

- For purposes of any virtual instruction program or a virtual charter school, “full-time equivalent (FTE)” has the same meaning as provided in s. 1011.61(1)(c)1.b.(III) or (IV), F.S.
- The school district providing the virtual instruction shall report FTE students for the district virtual instruction program to FDOE in a manner described by FDOE and funding shall be provided through FEFP.
- If a student only has FTE enrollment reported in one survey (Survey 2 or Survey 3), FTE will be recalibrated to 0.50 FTE, including FTE reported in Surveys 1 and 4, except for FTE reported by DJJ students beyond the 180-day school year.
- An FTE student in grades K-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 credits earned that counts toward promotion to the next grade in programs listed in s. 1011.62(1)(c), F.S.
- An FTE student in grades 9-12 in a virtual instruction program or a virtual charter school shall consist of six (6) full-credit completions. Credit completion 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, successful completion is defined as completing the course with a passing grade or credits earned. 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. For any course with an EOC assessment component, the EOC assessment score must be calculated as 30 percent of the final grade for successful completion, as described in s. 1003.4282, F.S. 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 and the course was reported during Survey 2 or Survey 3, 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. If a student was not enrolled and reported in the virtual education course

during Survey 2 or Survey 3, the student would need to complete the course by the end of the 180-day school 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 to be eligible to graduate with the student's cohort. Credit recovery that is completed after the close of the Survey 4 amendment window must be reported in Survey 4 of the following year.
- 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 Course Grade (fldoe.org).

District Virtual Instruction Programs: Grades K-12

District virtual instruction programs may serve students enrolled in grades K-12 on a full-time or part-time basis. The program may also serve students enrolled in dropout prevention and academic intervention programs under s. 1003.53, F.S., DJJ education programs under s. 1003.52, F.S., or core-curricula courses to meet class size requirements under s. 1003.03, F.S.

The school district providing the virtual instruction shall report students in grades K-12 using the school number 7001 if contracting with FLVS or private providers. School number 7023 is reported for district instruction.

FTE greater than zero may be reported for students who successfully complete the virtual instruction program as described in the first section of Appendix C. 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* equals to 0.0000.

The amount of FTE reported for the successful virtual course completion should be reflective of the student's schedule. Report full-year virtual courses with 1/6 FTE (0.1667) and semester virtual courses with 1/12 FTE (0.0834). However, grades K-8 may report minutes and FTE that would be comparable in the brick and mortar course.

For example, a reading course for a student in grades K-8 at the brick and mortar school is scheduled for 450 class minutes weekly (90 minutes a day/five [5] days a 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 "WF" (Withdrew Failing), "WP" (Withdrew Passing), "A," "B," "C," etc.

End of Course Achievement Level	Code "Z"	Use 1 through 5 if credit is earned or course is successfully completed; "Z" if no credit is earned, course is not a successful completion or the virtual course does not require an EOC assessment.

FTE Reported, Course	0.0000	0.0000 if no credit is earned or course content is not completed; a value greater than 0.0000 if credit is earned or course is successfully 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 any school district. These courses must be identified in the CCD and may serve students in grades K-12. Any 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 s. 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 s. 1011.61(1)(c)1.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* equals to 0.0000.

All virtual courses where students are enrolled for more than 14 days in a course should be reported in Survey 4 for completion rate purposes, 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 C.

The amount of FTE reported for the successful virtual course completion should be reflective of the student's schedule. Report full-year virtual courses with 1/6 FTE (0.1667) and semester virtual courses with 1/12 FTE (0.0834). However, grades K-8 may report minutes and FTE that would be comparable in the brick and mortar course.

For example, a reading course for a student in grades K-8 at the brick and mortar school is scheduled for 450 class minutes weekly (90 minutes a day/five [5] days a 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	Use the district providing the virtual instruction. Use school number 7006.
School Number, Current Enrollment	Use the student's official 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 "WF" (Withdrew Failing), "WP" (Withdrew Passing), "A," "B," "C," etc.
End of Course Achievement Level	Code "Z"	Use 1 through 5 if credit is earned or course is successfully completed; "Z" if no credit is earned, course is not a successful completion or the virtual course does not require an EOC assessment.
FTE Reported, Course	0.0000	0.0000 if no credit is earned or course content is not completed; a value greater than 0.0000 if credit is earned or course is successfully 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 students taking FLVS courses **under contract** between the district and FLVS to be delivered in brick and mortar schools during the regular school day using the proper indicator (**code "T"**) on the data element, *Location of Student*, if these courses are on the student's master schedule. These courses are reported by the school district with the district of enrollment, district of instruction, school of enrollment and school of instruction equal to the location of the facility where the student is taking the course(s).

If students in a public school district facility during the regular school day are taking a virtual instruction course (FLVS Flex or district virtual courses) that is **not** a FLVS course under contract with the district to be offered on the public school campus, use **code "S"**.

In the instance where FLVS Flex courses are not offered under contract with the district and the student is enrolled in FLVS Flex program, then FLVS will report the Student Course Schedule record(s).

School districts may not report FTE for direct instruction provided by FLVS unless the instruction is provided by the district virtual instruction program through a contract with FLVS 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. Report full-year virtual courses with 1/6 FTE (0.1667) and semester virtual courses with 1/12 FTE (0.0834). However, grades K-8 may report minutes and FTE that would be comparable in the brick and mortar course.

For example, a reading course for a student in grades K-8 at the brick and mortar school is scheduled for 450 class minutes weekly (90 minutes a day/five [5] days a 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), “WF” (Withdrew Failing), “WP” (Withdrew Passing), “A,” “B,” “C,” etc.	Report the appropriate Course. Grade code, such as “WF” (Withdrew Failing), “WP” (Withdrew Passing), “A,” “B,” “C,” etc.
End of Course Achievement Level	Code “Z”	Use 1 through 5 if credit is earned or course is successfully completed; “Z” if no credit is earned, course is not a successful completion or the virtual course does not require an EOC assessment.
FTE Reported, Course	0.0000	Report 0.0000 if no credit is earned or course content is not completed; a value greater than 0.0000 should be reported if credit is earned or course is successfully 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

Virtual charter schools may offer virtual instruction programs to students in grades K-12 under s. 1002.33, F.S.

Virtual charter schools must use an 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. Virtual charter schools have an MSID number.

All FTE must be reported based on successful completions, which are described in the first section of Appendix C.

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* equals 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 E.

The amount of FTE reported for the successful virtual course completion should be reflective of the student's schedule. Report full-year virtual courses with 1/6 FTE (0.1667) and semester virtual courses with 1/12 FTE (0.0834). However, grades K-8 may report minutes and FTE that would be comparable in the brick and mortar course.

For example, a reading course for a student in grades K-8 at the brick and mortar school is scheduled for 450 class minutes weekly (90 minutes a day/five [5] days a 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	The district providing virtual instruction. Use the virtual charter school MSID 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 "WF" (Withdrew Failing), "WP" (Withdrew Passing), "A," "B," "C," etc.
End of Course Achievement Level	Code "Z"	Use 1 through 5 if credit is earned or course is successfully completed; "Z" if no credit is earned, course is not a successful completion or the virtual course does not require an EOC assessment.
FTE Reported, Course	0.0000	Report 0.0000 if no credit is earned or course content is not completed; a value greater than 0.0000 should be reported if credit is earned or course is successfully 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 FLVS is described in s. 1002.37(4), F.S.

School districts that operate an approved franchise of FLVS can offer full-time and part-time public virtual instruction for students in grades K-12.

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

All FTE earned by franchises of FLVS must be reported on a successful completion basis as described in the first section of Appendix C. The completion of six (6) credits is equal to 1.0000 unweighted FTE.

Courses taken by students enrolled in a franchise of FLVS 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* equals 0.0000.

All virtual courses where students are enrolled for more than 14 days in a course should be reported in Survey 4 for completion rate purposes, 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 E.

The amount of FTE reported for the successful virtual course completion should be reflective of the student's schedule. Report full-year virtual courses with 1/6 FTE (0.1667) and semester virtual courses with 1/12 FTE (0.0834). However, grades K-8 may report minutes and FTE that would be comparable in the brick and mortar course.

For example, a reading course for a student in grades K-8 at the brick and mortar school is scheduled for 450 class minutes weekly (90 minutes a day/five days a 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	Use reporting district number. Use school number 7004.
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 “WF” (Withdrew Failing), “WP” (Withdrew Passing), “A,” “B,” “C,” etc.
End of Course Achievement Level	Code “Z”	Use 1 through 5 if credit is earned or course is successfully completed; “Z” if no credit is earned, course is not a successful completion or the virtual course does not require an EOC assessment.
FTE Reported, Course	0.0000	Report 0.0000 if no credit is earned or course content is not completed; a value greater than 0.0000 should be reported if credit is earned or course is successfully 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 Flex (Part-time)

- FTE reporting for FLVS Flex is described in s. 1002.37(3)(a), F.S., FLVS Flex may provide part-time instruction for students in grades K-12.
- Courses delivered by FLVS 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 titled, *Florida Virtual School Courses Delivered on a Public School Campus*.
- All FTE earned by FLVS Flex must be reported on a successful completion basis as described in the first section of Appendix C. A fraction of an FTE may be reported. For

grades 6-12, one year-long course is equivalent to 1/6 FTE (0.1667) and a one semester course is equivalent to 1/12 FTE (0.0834).

For Grades K-12:

Courses taken by students enrolled in FLVS Flex (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* equals 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 FLVS courses. Course completions may be reported during the regular 180-day school year and during the summer. FTE should be reported for funding in the survey that corresponds with the period during which the student successfully completed the course. Each half credit successfully completed is reported as 0.0834 FTE.

Student Demographic Information

District Number, Current Enrollment	District in which the student is officially enrolled for graduation.
District Number, Current Instruction/Service	Use district number 71.
School Number, Current Enrollment	Use school number of enrollment.

Student Course Schedule (All FLEX, K-12, schools 0700, 0500, 0600.)

	Surveys 1, 2, 3 and 4
School Number, Current Enrollment	Use school number of enrollment.
School Number, Current Instruction	Use 0700 for grades K-5, 0500 for grades 6-8 or 0600 for grades 9-12.
FEFP Program Number	Use 101, 102, 103, 111, 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.
End of Course Achievement Level	Use 1 through 5 if credit is earned or course is successfully completed; “Z” if no credit is earned, course is not a successful completion or the virtual course does not require an EOC assessment.
FTE Reported, Course	Report 0.0000 if no credit is earned or if the course is in progress; a value greater than 0.0000 should be reported 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 FLVS is described in s. 1002.37(3)(a), F.S.

- FLVS may provide full-time instruction for students in grades K-12.
- FLVS can report FTE for a student who has successfully completed courses. The completion of six (6) credits is reported as 1.0 unweighted FTE. A student who completes fewer than six (6) courses can be reported as a fraction of an FTE. One year-long course is equivalent to 1/6 FTE (0.1667) and a one semester course is equivalent to 1/12 FTE (0.0834).

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

All virtual courses where students are enrolled for more than 14 days in a course should be reported in Survey 4 for completion rate purposes, 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 C.

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-5, 0801 for grades 6-8 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-5, 0801 for grades 6-8 and 0400 for grades 9-12.	Use school number 0300 for grades K-5, 0801 for grades 6-8 and 0400 for grades 9-12.
School Number, Current Instruction	Use school number 0300 for grades K-5, 0801 for grades 6-8 and 0400 for grades 9-12.	Use school number 0300 for grades K-5, 0801 for grades 6-8 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 “WF” (Withdrew Failing), “WP” (Withdrew Passing), “A,” “B,” “C,” etc.
End of Course Achievement Level	Code “Z”	Use 1 through 5 if credit is earned or course is successfully completed; “Z” if no credit is earned, course is not a successful completion or the virtual course does not require an EOC assessment.
FTE Reported, Course	0.0000	Report 0.0000 if no credit is earned or course content is not completed; a value greater than 0.0000 should be reported if credit is earned or course is successfully 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 D

Course Code Directory Courses That Do Not Generate FTE for FEFP Funding

NOTE: The file name for the “Course Code Directory Courses That Do Not Generate FTE for FEFP Funding” is DPS.DISTRICT.GQ.F71424.Yyyyy.

COURSE #	TITLE (Abbreviated)	NOTES
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
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 TRANSFER	Grades 6-8 Education Courses
0100990	ART TRANSFER	Grades 9-12 and Adult Education Courses
0200220	M/J CPTR TRANSFER	Grades 6-8 Education Courses
0200339	CLEP INFO SYSTEMS	Grades 9-12 and Adult Education Courses
0200985	IT COMPETENCY EXAM	Grades 9-12 and Adult Education Courses
0200990	COMPUTER ED TRANSFER	Grades 9-12 and Adult Education Courses
0300220	M/J DANCE TRANSFER	Grades 6-8 Education Courses
0300990	DANCE TRANSFER	Grades 9-12 and Adult Education Courses
0400220	M/J DRAMA TRANSFER	Grades 6-8 Education Courses
0400990	DRAMA TRANSFER	Grades 9-12 and Adult Education Courses
0500531	CLEP BUSINESS LAW	Grades 9-12 and Adult Education Courses
0500532	CLEP FINAN ACCTING	Grades 9-12 and Adult Education Courses
0500533	CLEP PRIN OF MGMT	Grades 9-12 and Adult Education Courses
0500534	CLEP PRIN OF MARKET	Grades 9-12 and Adult Education Courses
0700220	M/J WORLD LANG 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
0701382	CLEP FRENCH LANG 1-2	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
0702382	CLEP GERMAN LANG 1-2	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
0708450	CLEP SPANISH LANG 1-2	Grades 9-12 and Adult Education Courses
0708455	CLEP SPAN W/WRIT 1-2	Grades 9-12 and Adult Education Courses
0791920	WORLD LANG WAIVER	Grades 9-12 and Adult Education Courses
0800220	M/J HEALTH TRANSFER	Grades 6-8 Education Courses
0800391	CLEP HUMAN/GROW DEV	Grades 9-12 and Adult Education Courses
0800990	HEALTH TRANSFER	Grades 9-12 and Adult Education Courses
0900321	CLEP HUMANITIES	Grades 9-12 and Adult Education Courses
0900990	HUMANITIES TRANSFER	Grades 9-12 and Adult Education Courses
1000220	M/J LANG ARTS TRAN	Grades 6-8 Education Courses
1000990	LANG ARTS TRANSFER	Grades 9-12 and Adult Education Courses
1005900	CLEP AMERICAN LIT	Grades 9-12 and Adult Education Courses
1005901	CLEP ENGLISH LIT	Grades 9-12 and Adult Education Courses
1005902	CLEP A&I LITERATURE	Grades 9-12 and Adult Education Courses
1009380	CLEP COLL COMPOS	Grades 9-12 and Adult Education Courses
1009381	CLEP COLL COMPOS MOD	Grades 9-12 and Adult Education Courses
1100220	M/J LIBR/MEDIA TRAN	Grades 6-8 Education Courses
1100990	LIB/MEDIA TRANSFER	Grades 9-12 and Adult Education Courses
1200220	M/J MATH TRAN	Grades 6-8 Education Courses
1200325	CLEP COLL ALGEBRA	Grades 9-12 and Adult Education Courses
1200701	CLEP COLL MATH	Grades 9-12 and Adult Education Courses
1200990	MATH TRAN	Grades 9-12 and Adult Education Courses
1200997	COMP SCI SUB MATH 1	Grades 9-12 and Adult Education Courses
1200998	CTE/IC MATH SUB 1	Grades 9-12 and Adult Education Courses
1200999	CTE/IC MATH SUB 2	Grades 9-12 and Adult Education Courses
1202301	CLEP CALCULUS	Grades 9-12 and Adult Education Courses
1202341	CLEP PRECALCULUS	Grades 9-12 and Adult Education Courses
1300220	M/J MUS TRANSFER	Grades 6-8 Education Courses
1300990	MUSIC TRANSFER	Grades 9-12 and Adult Education Courses
1500220	M/J PHYS ED TRANSFER	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
1500440	MCHG BAND PE WAIVER	Grades 9-12 and Adult Education Courses
1500441	MCHG BAND WAIVER YR1	Grades 9-12 and Adult Education Courses
1500442	MCHG BAND WAIVER YR2	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
1500480	JROTC/PF WAIVER	Grades 9-12 and Adult Education Courses
1500460	JROTC/PE YR2 WAIVER	Grades 9-12 and Adult Education Courses
1500990	PE TRAN	Grades 9-12 and Adult Education Courses
1800990	MILITARY TRANSFER	Grades 9-12 and Adult Education Courses
2000220	M/J SCIENCE TRANSFER	Grades 6-8 Education Courses
2000324	AICE EXAM COMPLETION	Grades 9-12 and Adult Education Courses
2000325	CLEP BIOLOGY	Grades 9-12 and Adult Education Courses
2000990	SCIENCE TRANSFER	Grades 9-12 and Adult Education Courses
2000998	COMP SCI SUB EQ SCI	Grades 9-12 and Adult Education Courses
2000999	CTE/IC SCI SUB	Grades 9-12 and Adult Education Courses
2002375	CLEP NATURAL SCIENCE	Grades 9-12 and Adult Education Courses
2003376	CLEP CHEMISTRY	Grades 9-12 and Adult Education Courses
2100220	M/J SOC ST TRANSFER	Grades 6-8 Education Courses
2100325	CLEP US HISTORY 1	Grades 9-12 and Adult Education Courses
2100326	CLEP US HISTORY 2	Grades 9-12 and Adult Education Courses
2100550	CLEP WESTERN CIV 1	Grades 9-12 and Adult Education Courses
2100551	CLEP WESTERN CIV 2	Grades 9-12 and Adult Education Courses
2100990	SOC STUDIES TRANSFER	Grades 9-12 and Adult Education Courses
2100991	ECONOMICS TRANSFER	Grades 9-12 and Adult Education Courses
2100992	PERS FINAN TRANSFER	Grades 9-12 and Adult Education Courses
2102355	CLEP MACROECONOMICS	Grades 9-12 and Adult Education Courses
2102356	CLEP MICROECONOMICS	Grades 9-12 and Adult Education Courses
2106325	CLEP AMERICAN GOVT	Grades 9-12 and Adult Education Courses
2107380	CLEP INTROD PSYCH	Grades 9-12 and Adult Education Courses

2107381	CLEP EDUC PSYCH	Grades 9-12 and Adult Education Courses
2108330	CLEP INTROD SOCIO	Grades 9-12 and Adult Education Courses
2108331	CLEP SOC SCI & HIST	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
2500200	M/J TEMP INSTR PLACE	Grades 6-8 Education Courses
2500510	TEMP INSTR PLACEMENT	Grades 9-12 and Adult Education Courses
5022000	ELEM STUDY HALL	Grades PreK-5 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
7915999	SPEC OLYMP PE WAIVER	Exceptional Student Education Grades 9-12 Courses
8199990	AGRIBUS ED TRAN	Career/Technical Education 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
9799999	CTSO EXTRACURRIC ACT	Career and Technical Student Organization Extracurricular Activities

APPENDIX E

FDOE Student Information Database Reporting Requirements for Student Transportation

(Surveys 1, 2, 3 and 4)

Student Eligibility

To be eligible for transportation funding, a student must be:

1. In membership during survey week.
2. Transported at least once during the five-day survey week or once during the preceding six (6) scheduled school days; and
3. Meet one of the eligibility criteria provided in s. 1011.68(1), F.S.

Please note that school districts must report via the Automated Student Information System each student who is transported during survey week regardless of whether the student is eligible for transportation funding.

Membership includes all grades PK-12 students enrolled in school during survey week who are assigned to a bus, passenger car, multipurpose passenger vehicle, general purpose transportation (e.g., city bus, train) or privately-owned motor vehicle or boat (for certain students who are isolated or have disabilities).

Transported refers to any student who rides the bus (or other approved transportation vehicle) for the purpose of attending school at least once during the five-day survey week or once during the preceding six (6) scheduled school days.

Eligible students who are transported by general-purpose transportation (city buses, trains, etc.) or privately-owned motor vehicles or boats (for isolated students or students with disabilities) are reported in the same manner as all other transported students. For purposes of transportation, Rule 6A-1.0451(5), F.A.C., defines students with disabilities under s. 1011.68(5), F.S., as those students with disabilities for whom school bus transportation is impracticable or unavailable for reasons related to the student's individual needs and circumstances, as documented on the student's individual educational plan (IEP). s. 1006.22, F.S., further requires that the school board have a written or oral contract to transport students with disabilities in privately-owned motor vehicles.

School districts are encouraged to communicate to students and parents the safety and availability of student transportation provided by the school district. Such communication is expected to be made during parent orientation, which takes place during the first weeks of school. To ensure equitable student transportation funding for all school districts, it is imperative that school districts report accurate information regarding school bus ridership.

To ensure that the transportation ridership count accurately represents the students who ride the bus on a day-to-day basis, school districts may not encourage or provide incentives to students to ride school buses during the survey, nor may school districts deny privileges to students who do not ride school buses during the survey.

Communication in the form of announcements from the principal's office or district staff, automated phone calls, letters to students' homes, email correspondence or any other communication suggesting or requesting students to ride the bus when the survey is administered is prohibited. School districts may not create nor implement policies or procedures designed to increase school bus ridership during the survey. Any policies or procedures encouraging or affecting ridership must be in place during the entire year transportation is being provided. For example, a school district that encourages students, via communication during the week prior to survey week, to ride the bus during survey week, is expected to provide the same communication each week during the school year. To verify accurate student ridership counts, FDOE staff may conduct on-site monitoring of student ridership reporting.

Students enrolled in Florida School for the Deaf and the Blind or DJJ's Florida Scholars Academy are not eligible for transportation funding through FEFP.

Eligibility Categories

Eligibility criteria for transportation funding, in accordance with s. 1011.68(1), F.S., are:

1. The student lives two (2) or more miles from the school.
2. The student is classified as a student with a disability under IDEA, regardless of distance (does not apply to gifted students). Grades K-12 students identified with Specific Learning Disabilities, Speech Impairment or Language Impairment who live fewer than two (2) miles from their assigned schools are eligible only if transportation services are required by the student's IEP.
3. The student/parent or infant is enrolled in the Teenage Parent Program.
4. The student is enrolled in a state-funded IDEA prekindergarten program or Teenage Parent prekindergarten program, regardless of the distance from the student's home to the school.
5. The student is a career and technical education or exceptional education student, enrolled in grades 6-12, who is being transported from one school center to another where career and technical education programs are provided. Dually enrolled students, as defined by s. 1007.271, F.S., who attend a university, Florida college System institution, school district career centers or charter technical career centers, are included.
6. The student meets the criteria for hazardous walking as stated in s. 1006.23, F.S., including enrollment in elementary school.

Hazardous Walking

To claim hazardous walking funding, districts must enter the correct code for eligible students on the Automated Student Information System, no later than the end of FTE student survey. School districts are required to have in writing and on file: documentation identifying the hazardous locations; the date each location was inspected; names of the representatives of the school district, roadway jurisdiction, law enforcement jurisdiction and metropolitan planning organization (if applicable) who participated in the inspection of each hazardous walking location; and the specific conditions verifying that each location meets the qualifying statutory criteria (e.g., traffic counts during the time students walk,

number of traffic lanes, posted speed limit). Documentation must also be maintained to verify that the representatives of the entities with jurisdiction have mutually agreed that each location meets the qualifying criteria specified in s. 1006.23(1), F.S ~~s. 1006.23(2), F.S~~.

Students Counted Only Once Per Reporting Period

A student may be reported using the student transportation format only once per reporting period and only on one mode of travel, even if more than one mode was used. Unless the student was transported during Survey 2 or Survey 3 for both the regular term and an intersession, then two (2) records should be submitted for that survey, one for the regular term and one for the intersession.

Students who ride on more than one bus or mode of transportation during the school day may only be counted once. Students who are transported in the morning or afternoon and who are transported from center to center may only be counted once.

Students who ride home from school on a special bus route serving only those students attending after-school programs or activities and who are not eligible or reported in the morning or at any other time, may not be reported for funding. Pursuant to s. 1011.68(1), F.S., students riding a school bus for the purpose of attending school may be counted for funding if they live two (2) or more miles from the school to which they are assigned, regardless of where the bus stop is located. A school may establish a centralized bus stop location to provide students transportation to and from school; however, only students who meet eligibility requirements in s. 1011.68(1), F.S., qualify for student transportation funding. A centralized bus stop may not be established during survey week to transport students who otherwise are not transported.

The district must have a policy to report students who transfer from one bus to another during survey week, either on the sending or receiving bus. For example, a student transported from home to school and then to a vocational center should have only one student transportation record reported for that year and survey (excluding an intersession record, if applicable). Districts must have a policy for transporting and reporting eligible students who live two (2) or more miles away from their assigned school and have two (2) separate residential addresses due to shared parental custody.

Prekindergarten Student Eligibility

The following prekindergarten students are the only prekindergarten students eligible for transportation funding under s. 1011.68(1), F.S.

- Prekindergarten students with disabilities pursuant to Rule 6A-6.03026, F.A.C., regardless of distance, who meet the criteria for receiving specialized transportation services. These students are reported in Membership Category L, IDEA - Grades PK-12, Weighted.
- Prekindergarten students with disabilities pursuant to Rule 6A-6.03026, F.A.C., regardless of distance, do **NOT** meet the weighted funding criteria, as indicated in Membership Category L, for receiving specialized transportation services. These

students are reported in Membership Category M, All Other FEFP Transportation Funding-Eligible Students, Unweighted.

- Prekindergarten children of a student parent enrolled in a Teenage Parent Program, pursuant to s. 1003.54, F.S. These students are reported in Membership Category F, Teenage Parents and Infants, Unweighted.

Prekindergarten children not enrolled in IDEA programs or whose parent or parents are not enrolled in a Teenage Parent Program, are not eligible for state transportation funding under s. 1011.68(1), F.S. Students in the following programs are **ineligible** for transportation funding under s. 1011.68(1), F.S., unless the students also have disabilities or are in a Teenage Parent Program: Prekindergarten Title I, federally funded Prekindergarten Migrant Programs, Head Start and Readiness Coalition programs. A student enrolled in the VPK Education Program may not be reported under s. 1011.68(1), F.S., for student transportation funds.

Source Documents

The specific bus or other type of vehicle in which the student was transported to school and the days during the survey week when the student rode or at least the first day on which the student rode said bus or another vehicle must be verified. This verification must be documented and attested to (signed and dated) by the school bus operator as a source document.

A sample Student Ridership Data Collection Form is available at https://www.fldoe.org/core/fileparse.php/7585/urlt/TAN-2019-01.pdf. Please note that this form is a template and may be amended or recreated in a different format if desired. The specific form to be used may be locally determined, but the data elements and documentation that it must provide include, at a minimum:

- School District Number (where the student receives current instruction/service)
- Florida Education Identifier (FLEID) for each student transported
- Survey Period Code
- Fiscal Year
- Year-Round/Extended School Year FTE Indicator
- Days In Term (for FTE purposes)
- Transportation Membership Category
- Vehicle Category
- Bus Number
- Bus Route Number
- School District Number (where the student is currently enrolled)
- Date and Signature of driver (date and signature may be wet or electronic)

Each form should be signed and dated as of date certain or the Friday of survey week. When it is necessary to alter a source document after it has been signed and dated by the

school bus operator, the school bus operator must indicate the specific change made and the reason for the change, then initial and date the change. Radio Frequency Identification (RFID) readers or similar scan technology may be used to collect student ridership data if the items listed above are provided on a printable report.

Reporting on the Automated Student Information System

FDOE receives school district student information at scheduled survey times during the reporting year. Student Transportation data are reported in Surveys 1 through 4. See Appendix A of this document for the schedule of state processing dates.

For each student transported by the school district during survey week (regardless of the student's eligibility for transportation funding), the district must submit a student transportation record to FDOE Automated Student Information System located at Northwest Regional Data Center (NWRDC). Database reporting must conform to FDOE Student Information Database requirements.

Reporting Days in Term

Days in Term (for FTE Student Reporting Purposes) is the number of school days the student is scheduled to be transported during the term.

- For most students in Surveys 2 and 3, the number of days will be 90.
- For students in programs that meet once a week, the number of days will be 18 (90-day term divided by five [5]).
- For the June and July (Surveys 4 and 1) summer periods and for intersessions, report the scheduled days students are required to attend for each reporting period.
- The sum of "Days in Term" reported for Surveys 2 and 3 for the same fiscal year is the class days in the academic year calendar or 180 days, whichever is smaller. School districts with fewer than 180 instructional days must report the actual number of days students were transported, not 180 days.

Reporting Vehicle Category

Vehicle Category indicates the type of vehicle used to transport the student. These include the following categories:

- B - School buses meeting Florida School Bus Specifications adopted pursuant to Rule 6A-3.003, F.A.C. NOTE: The number of school buses reported will be used to calculate the district's average bus occupancy (ABO), pursuant to s. 1011.68(2), F.S. Buses transporting only Membership Category N students will not be included in the ABO calculation.
- E - Passenger car or allowable multipurpose passenger vehicle owned, operated or contracted by the school board or charter school, transporting fewer than ten students.

- P - Privately-owned motor vehicle or boat for certain students with disabilities or isolated students or when transportation on a school bus is impractical.
- G - General-purpose transportation (city buses, trains, etc.).

Summer School Eligibility and Schedules Outside Survey Week

Most students transported to educational programs that are not funded under FEFP may not be claimed for summer transportation funding. Students with disabilities whose IEPs specify the need for extended school year education and transportation as a related service may be claimed for summer transportation funding. Students attending nonresidential Florida DJJ educational programs may also be claimed for summer transportation funding. Students attending a program that does not generate FTE student membership under FEFP may not be reported for summer school transportation funding, except for students with disabilities whose IEPs specify the need for extended school year education and transportation as a related service. If the July or June summer school period is scheduled so that it takes place outside the regularly scheduled survey week, then a separate survey week will be established to count these students. The middle day or middle week of the summer period should be used as the basis for establishing the survey week. This effort should be coordinated with the district's FTE administrator so that the same survey week is established for reporting both FTE students and transported FTE students.

Year-Round Schools Reporting

Year-Round/Extended School Year FTE Indicator identifies the student being reported as attending either part of the regular school year (Code Z) or in an intersession (Code A). (Code B, Extended School Year FTE, is not applicable to the Student Transportation format.)

Regular School Year - All year-round schools should report the first 90 days of their 180-day regular school year in the October survey. The second 90 days of the regular 180-day school year should be reported in the February survey, regardless of when the tracks are in session.

Intersession - Instruction beyond 180-days (intersessions) may be scheduled at intervals between sessions of the year-round school year. Typically, these intersessions are scheduled as 10- to 15-day terms following either the 45 or 60 days of the regularly scheduled year-round instructional period. Students with disabilities whose IEPs specify the need for extended school year education and transportation as a related service may be reported for intersession transportation funding. Students attending non-residential Florida DJJ educational programs may also be reported for intersession transportation funding. Students attending a program that does not generate FTE membership under FEFP may not be reported for intersession transportation funding. To report students for intersession funding, conduct a survey for those students during intersession. The intersession survey week is determined in a manner similar to that used for "Summer School Scheduled Outside Survey Week" previously discussed. The middle day or middle

week of the intersession period should be used as the basis for establishing the survey week. This effort should be coordinated with the district FTE administrator.

FEFP Transportation Membership Categories

Transportation Membership Category signifies one of the student transportation membership categories listed below. **Students may be counted only one time and only in one membership category**. Students who ride more than one bus or mode of transportation during the school day may only be counted once. Students who are transported in the morning or afternoon and who are transported from center to center may only be counted once.

Records must be maintained for each student transported to document that eligibility criteria have been met and each student is recorded in the appropriate membership category.

Membership Category F: Teenage Parents and Infants, Unweighted

Students enrolled in the Teenage Parent Program and their eligible children, pursuant to s. 1003.54, F.S., regardless of distance.

Membership Category G: Hazardous Walking, Elementary, Unweighted

Grades K-6 students enrolled in elementary schools who meet the criteria for hazardous walking pursuant to s. 1006.23, F.S. Grade 6 students attending middle or junior high school may not be counted.

Membership Category L: IDEA - Grades PK-12, Weighted

NOTE: Weighted ESE student transportation funds may not be claimed for transportation in school district passenger cars or parent-reimbursed private passenger cars. Weighted funding for a transported student with a disability applies only when the student is transported in a school bus (Vehicle Category B, meeting Florida school bus specifications) and the need for one or more of the specialized services described below is documented on the student's IEP.

Includes grades PK-12 students with disabilities who qualify for weighted transportation funding as described herein.

Includes prekindergarten students with disabilities pursuant to Rule 6A-6.03026, F.A.C., regardless of distance, if qualified for weighted funding as described below.

Also includes grades PK-12 students with disabilities who are transported from center to center and center to non-center during the day, if qualified for weighted funding as described below, provided at least one designation is a school center and the student's IEP documentation identifies the need for the instructional programs or services and specifies that transportation is to be provided by the school district.

Each student's IEP documentation must contain information that specifies that he or she meets one of the following criteria for specialized transportation services:

1. Medical equipment required. Medical equipment is defined as wheelchair, crutches, walker, cane, tracheotomy equipment and positioning or unique seating devices.
2. Medical condition that requires a special transportation environment in accordance with a physician's prescription (e.g., tinted windows, dust-controlled atmosphere and temperature control).
3. Attendant (aide) or monitor required due to disability and specific need of student.
4. Shortened school day required due to disability and specific need of student.
5. School assigned is located in an out-of-district school system.

Membership Category M: All Other FEFP Transportation Funding-Eligible Students, Unweighted

Grades K-12 students living two (2) miles or more from their assigned school or otherwise eligible for FEFP transportation funding, if not reported in Membership Categories F, G or L.

Includes prekindergarten students with disabilities pursuant to Rule 6A-6.03026, F.A.C., regardless of distance, who do not meet one of the weighted funding criteria listed in Membership Category L.

Includes grades PK-12 students with disabilities who are transported from one school center to another or from one school center to a non-center and who do not qualify for weighted funding as described in Membership Category L. Requires that at least one designation is a school center and that the student's IEP documentation identifies the need for the instructional programs or services and specifies that transportation is to be provided by the school district.

Includes grades K-12 students with disabilities who live less than two (2) miles from school and who do not meet the weighted funding criteria listed in Membership Category L when transportation is required by the student's IEP. If a student's transportation is not required by the IEP documentation and the student lives fewer than two (2) miles from school, the student is not eligible for state transportation funding and is reported, if transported, in Membership Category N, "Non-FEFP Fundable Grades PK-12 Students."

Includes grades K-12 students with disabilities under s. 1011.68(5), F.S. and Rule 6A-1.0451, F.A.C., who are transported in vehicles other than a school bus, when school bus transportation is impractical or unavailable for reasons related to the student's individual needs and circumstances. For such students to be eligible for FEFP transportation funding, such needs must be documented in the student's IEP.

Includes grades 6-12 career and technical education and dual enrollment students who are transported from center to center during the day and who do not qualify for weighted funding as described in Membership Category L.

NOTE: The definition of school center is provided in s. 1011.68(1)(d), F.S.

Membership Category N: Non-FEFP Fundable Grades PK-12 Students

Transported students who are not eligible for funding in FEFP student transportation categorical program. This record may only be entered with Vehicle Category B, school

buses. Report all transported students whose homes are fewer than two (2) miles from school and who do not qualify under one of the other membership categories. Also, report all transported prekindergarten students who are not eligible to be reported in any other membership category. Report students transported in school buses to programs funded by non-FEFP sources, including grants (e.g., VPK, Head Start, 21st Century Community Learning Centers, Federal Migrant Programs) and private endowments in this category. Please note that Membership Category N students will not be used in each district's ABO calculation, pursuant to s. 1011.68(2), F.S.

Students enrolled in Florida School for the Deaf and the Blind or DJJ's Florida Scholars Academy are not eligible for transportation funding through FEFP. Florida School for the Deaf and the Blind students transported on district buses should be claimed Membership Category N.

Parent Transportation and Carpools

In the 2022-2023 fiscal year, the Florida Legislature expanded the use of Student Transportation Allocation funds to support parents or carpools. While this change allows districts greater flexibility in the use of these funds, it does not impact the reporting of students for transportation funding. Students transported under these circumstances may only be reported if eligible under the criteria listed in this Appendix.

REFERENCES

Rule 6A-1.0450, F.A.C. – Academically High-Performing School District Virtual Instruction Plan.

Rule 6A-1.0451, F.A.C. – Florida Education Finance Program Student Membership Surveys.

Rule 6A-1.045111, F.A.C. – Hourly Equivalent to 180-Day School Year and 250-Day School Year for Juvenile Justice Education Programs.

Rule 6A-1.09441, F.A.C. – Requirements for Programs and Courses that are Funded Through the Florida Education Finance Program and for Which the Student May Earn Credit Toward High School Graduation.

Rule 6A-3.001, F.A.C. – Basic Principles for Transportation of Students.

Rule 6A-3.003, F.A.C. – Certification as to Specifications of School Buses.

Rule 6A-6.03026, F.A.C. – Eligibility Criteria for Prekindergarten Children with Disabilities.

Rule 6A-6.05731, F.A.C. – Industry Certification of Automotive Service Technology Education Programs.

Rule 6A-6.0576, F.A.C. – CAPE Industry Certification Funding List.

Section 1001.42, F.S. – Powers and duties of district school board.

Section 1002.321, F.S. – Digital learning.

Section 1002.33, F.S. – Charter schools.

Section 1002.37, F.S. – The Florida Virtual School.

Section 1002.41, F.S. – Home education programs.

Section 1002.45, F.S. – Virtual instruction programs.

Section 1002.455, F.S. – Student eligibility for K-12 virtual instruction.

Section 1003.01, F.S. – Definitions.

Section 1003.03, F.S. – Maximum class size.

Section 1003.4281, F.S. – Early high school graduation.

Section 1003.4282, F.S. - Requirements for a standard high school diploma.

Section 1003.491, F.S. – Florida Career and Professional Education Act.

Section 1003.492, F.S. – Industry-certified career education programs.

Section 1003.493, F.S. – Career and professional academies and career-themed courses.

Section 1003.4935, F.S. – Middle grades career and professional academy courses and career-themed courses.

Section 1003.498, F.S. – School district virtual course offerings.

Section 1003.52, F.S. – Educational services in Department of Juvenile Justice programs.

Section 1003.53, F.S. – Dropout prevention and academic intervention.

Section 1003.54, F.S. – Teenage parent programs.

Section 1003.56, F.S. – English language instruction for limited English proficient students.

Section 1003.57, F.S. – Exceptional students instruction.

Section 1006.22, F.S. – Safety and health of students being transported.

Section 1006.23, F.S. – Hazardous walking conditions.

Section 1007.271, F.S. – Dual enrollment programs.

Section 1007.273, F.S. – Early college programs.

Section 1011.60, F.S. – Minimum requirements of the Florida Education Finance Program.

Section 1011.61, F.S. – Definitions.

Section 1011.62, F.S. – Funds for operation of schools.

Section 1011.68, F.S. – Funds for student transportation.

Section 1012.55, F.S. – Positions for which certificates required.