



Foundation Funding Formula

Fulltime Equivalent (FTE) Calculation

The Department of Education & Early Development (DEED) recognizes the challenges of educating students during the COVID-19 health pandemic. This document is being provided as guidance for school districts on how to apply the below regulation when determining the fulltime equivalent (FTE) of a student for the 2020-2021 school year. The educational services will likely look different in their delivery to students this year, however the intent of the regulation is still the same when being counted for foundation funding purposes under AS 14.17.410.

FTE is defined for elementary and secondary students in regulation 4 AAC 09.040.

Elementary (Grades KG-6)

<u>FTE</u>	<u>Description</u>	<u>Definition</u>
1.00	(full-time)	4 contact hours or more in a day
0.75	(3/4 time)	3 hours or more, but less than 4 hours in a day
0.50	(1/2 time)	2 hours or more, but less than 3 hours in a day
0.25	(1/4 time)	Less than 2 hours per day

Secondary (Grades 7-12)

<u>FTE</u>	<u>Description</u>	<u>Definition</u>
1.00	(full-time)	4 Courses (4 Units)
0.75	(3/4 time)	3 Courses (3 Units)
0.50	(1/2 time)	2 Courses (2 Units)
0.25	(1/4 time)	1 Course (1 Unit)

A district whose students are actively enrolled in a brick and mortar school, whether elementary or secondary, should be able to determine the attendance and participation of their students in the classes being provided by those teachers. This could look like timely submissions of schoolwork, scheduled interactions with the teacher on zoom, or outcomes on exams/tests.

If a district is using a virtual model for elementary students during the pandemic, then the classroom will likely be through a virtual process rather than in the physical school building. The attendance and FTE will still be measured on the 'virtual' contact hours in this situation, utilizing whatever electronic platform the teacher has employed, such as Zoom, Canvas, Seesaw, etc. In other words, whether the elementary student is in a virtual or physical classroom there should be a system in place that can track a student's attendance and engagement in the class daily.



In the case of a secondary student, the FTE will still be measured based on the number of courses a student enrolls in a *semester*. The scheduled instruction should be substantiated or measurable at the end of the semester with final grades and units earned. Those districts operating on a quarterly system for their secondary students will need to show how two quarters equal a semester. At the end of those two quarters the *fulltime* students should have received at least four separate grades based on the courses completed, as well as four units earned towards graduation. Additionally, it is recommended students be enrolled in their second quarter courses before the end of the 20-school-day count, which is October 23, 2020; this will help the district to better determine the appropriate FTE and substantiate their claim during the reconciling process that follows.

It is the department's intention that the education process provide a seamless connection should the pandemic end next month and students were to pivot back to the classroom environment of the school they enrolled in, retaining the teacher who instructed them virtually. And in so doing continue to provide an excellent education, for every student, every day.