



Office of Special Education and Early Intervention Services

How to Determine and Report Full-time Equivalency (FTE)

Why correct reporting is important:

The FTE data are required by the Michigan Department of Education for the purpose of calculating membership and state funding.

Special education FTE characteristics¹ (Section 52 and Section 53) of the Michigan Student Data System (MSDS)

In reporting data on the FTE of each student with an individualized education program (IEP), please note the following:

1. A student's special education FTE (Section 52 and Section 53) is a measure of how much time the student is receiving specialized instruction through a special education program regardless of where the student is receiving that instruction.
2. FTE count is a "snapshot" on the official pupil membership count dates (two times per year). FTE should be reported by what the student is actually receiving on the count date or during the week of the count date. If there is a range of time indicated on the IEP, use the actual time on or during the count week.
3. If a student is in a co-taught class, the time may be counted as general education FTE, special education FTE, or a combination of both, depending on the service time written in the IEP.
4. Student FTEs may be reported in hundredths or tenths, but this must be consistent throughout the district for all students. It is possible that a student receiving a special education program (not services) may be counted as a -0- SE FTE.
5. Related services provided by special education personnel do not generate separate FTE. The FTE for this period of time must be assigned to either a special education program or a general education program.

¹ Characteristics are fields or data elements associated with a student per the MSDS Manual for 2010-2011



6. If a student receives both special education programs and related services, the FTE for related services will be attributed to the setting from which the student is removed to receive those related services.
7. If a student receives *only* related services (not programs), the FTE is counted only in general education. For example, a student with a speech and language impairment who receives only speech services is considered a 1.0 FTE in general education.
8. Worksheets A (Section 53) and B (Section 52) are used for documentation of FTE/memberships. The A and B worksheets document the FTE calculation which is obtained by determining the number of hours in special education and general education during the count week. The special education FTE is determined by dividing the number of hours of specialized instruction by the total number of hours in school during the count week. The special education FTE and the general education FTE must not add up to more than 1.0 FTE.

If you have questions, please contact Dianne Easterling at easterlingd@michigan.gov.