

WEBVTT

1

00:19:35.340 --> 00:19:36.150

Kendra.Jahnke: Hello Kitty.

2

00:19:38.760 --> 00:19:39.120

famisflorida@gmail.com: Yes.

3

00:19:39.780 --> 00:19:40.290

Kendra.Jahnke: I'm here.

4

00:19:41.580 --> 00:19:43.080

famisflorida@gmail.com: I didn't see what are you saying

5

00:19:44.250 --> 00:19:45.840

Kendra.Jahnke: Just logged in, it's under

6

00:19:46.770 --> 00:19:47.970

famisflorida@gmail.com: That's okay, I see you know

7

00:19:48.510 --> 00:19:49.530

famisflorida@gmail.com: They sneak

8

00:19:50.160 --> 00:19:50.490

Yep.

9

00:19:51.720 --> 00:20:00.540

famisflorida@gmail.com: Okay, same story is the last time he doing FT essentials at 1020. Okay, perfect.

10

00:20:01.620 --> 00:20:09.600

Kendra.Jahnke: Yep. Okay. And I'm sure no one's gonna have any questions because fit everybody knows everything, so we're good there.

11

00:20:10.110 --> 00:20:11.070

Candy: And I have a question.

12

00:20:12.240 --> 00:20:12.480

Candy: No.

13

00:20:13.020 --> 00:20:14.190

Candy: Question No.

14

00:20:15.060 --> 00:20:18.060

Kendra.Jahnke: Question at all. We're good. We'll just bypass that.

15

00:20:18.630 --> 00:20:22.140

Candy: Okay, okay, look. Look at the bright side, you don't have to worry about.

16

00:20:22.410 --> 00:20:23.700

Candy: Carrying a shield with you.

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00:20:24.480 --> 00:20:27.090

Kendra.Jahnke: Know, I've got a virtual shield. He can't penetrate it

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00:20:27.510 --> 00:20:28.110

Candy: That's right.

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00:20:29.550 --> 00:20:30.330

Kendra.Jahnke: That's right.

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00:20:31.500 --> 00:20:37.350

Kendra.Jahnke: Alright, so I'm going to mute myself and I'll share my screen. We're doing the price that again, Katie.

21

00:20:37.590 --> 00:20:38.220

famisflorida@gmail.com: Yes, yeah.

22

00:20:38.340 --> 00:20:39.390

Exactly right.

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00:20:40.410 --> 00:20:44.700

Kendra.Jahnke: Figure, I want to do an actual hard question or pretend hard question.

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00:20:46.050 --> 00:20:46.470

famisflorida@gmail.com: Totally

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00:20:48.090 --> 00:20:48.960

Candy: Are again.

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00:20:49.740 --> 00:20:52.380

Kendra.Jahnke: I know the question. I know what I'm going to do. It's the one everybody wants

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00:20:55.770 --> 00:20:59.160

famisflorida@gmail.com: The recording has started Kendra, so feel free to begin whenever you're ready.

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00:21:14.400 --> 00:21:26.910

Kendra.Jahnke: Well, good morning, everyone. Hopefully you in the right place at Central's I'm I'm Kendra junkie. I will be providing the presentation today. However,

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00:21:28.500 --> 00:21:31.470

Kendra.Jahnke: I am not your main contact for f t

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00:21:32.970 --> 00:21:36.720

Kendra.Jahnke: I will definitely get into who unique contacts are

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00:21:38.070 --> 00:21:50.820

Kendra.Jahnke: You can still email me if you need to. But I'm gonna pass them all your questions along to the new manager, a new database consultant who can assist you with your questions. Figured I'd throw that out there right away.

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00:21:52.260 --> 00:22:01.980

Kendra.Jahnke: So if you're writing up your questions. Just be prepared to send them to someone else, but I am happy to assist and get you to who who you need to be with. So let's get started.

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00:22:04.470 --> 00:22:05.310

Kendra.Jahnke: And do this right

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00:22:07.020 --> 00:22:16.620

Kendra.Jahnke: There you go. So an overview of what we're going to go over today. We've got a lot. This really is more than f t basics are the essentials of f t type of presentation.

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00:22:17.310 --> 00:22:29.520

Kendra.Jahnke: Um, so some of this stuff, you may already know very well, and it'll just be kind of a review for you. Others might be new. So this might be really good information to kind of help you

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00:22:30.420 --> 00:22:38.520

Kendra.Jahnke: Know what resources are available when they come available and what where to go to. If you have questions or you don't understand something so

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00:22:39.000 --> 00:22:50.370

Kendra.Jahnke: We'll go over the basics of f t survey processing, you know, the critical dates for reported f t the whole end of state processing and recalibration kind of basics.

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00:22:50.970 --> 00:23:06.720

Kendra.Jahnke: Then we'll get into a little bit deeper dive into recalibration but really specifically more on the shared aspect of it because that's when people probably seem to have the most questions or concerns is when they're having to share their f t

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00:23:07.830 --> 00:23:11.760

Kendra.Jahnke: And so because of that, we'll talk about membership and attendance, which might help.

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00:23:12.780 --> 00:23:28.920

Kendra.Jahnke: With kind of that gray area, people seem to have with those those requirements and then we'll go over the available resources and any kind of reminders and also talk about the the new f t and class I staff who are very excited to work with you and help you out.

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00:23:31.320 --> 00:23:40.590

Kendra.Jahnke: So FT basics. And again, I'm sorry if I'm not like super fun and what you might be used to in person and live

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00:23:41.430 --> 00:23:51.630

Kendra.Jahnke: Because I'm just talking to a screen right now. So it's really hard for me to gauge if you know making you fall asleep or if everything's making sense or not, or if I need to slow down. So

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00:23:52.140 --> 00:24:02.520

Kendra.Jahnke: Katie, if you'll pay attention to the chat. Um, and if you see folks are saying to slow down, please let me know. I'm going to try and pace myself.

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00:24:03.120 --> 00:24:12.270

Kendra.Jahnke: And then for questions. We're probably going to hold off majority until the end, just so I can get through everything. And then we can focus on those questions.

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00:24:12.720 --> 00:24:19.380

Kendra.Jahnke: But if you happen to have a question that's directly related to the slide I'm on on Katie is going to be checking throughout

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00:24:19.830 --> 00:24:29.460

Kendra.Jahnke: Just in case there's something we can maybe talk about on the spot. Instead of waiting. But if not, we will get as many questions as we possibly can, at the end.

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00:24:29.910 --> 00:24:41.520

Kendra.Jahnke: I'm going to try and leave some some time for us to have a good little chat session if needed, and always if we can't get to it. Please send it send the questions to us and more will provide you an answer.

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00:24:43.470 --> 00:24:54.780

Kendra.Jahnke: So FT basics. There's two types of f t they all stem from one but there's reported ft and that's that reported f t is just that value that you're reporting.

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00:24:55.260 --> 00:25:02.790

Kendra.Jahnke: On the student course schedule format. It's the FT reported course that's a very important value that's what's going to drive.

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00:25:03.510 --> 00:25:16.320

Kendra.Jahnke: recalibration and drive funding and that FT reported course is based on the class minutes weekly that that student is scheduled for in the particular course multiplied

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00:25:16.800 --> 00:25:36.060

Kendra.Jahnke: By that that f t factor which is specific to the grading group so PK three students, they're going to have their classmates weekly for a particular course multiplied by the number on the screen. It's also in the f t general instructions. It's a very tiny number

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00:25:37.230 --> 00:25:45.750

Kendra.Jahnke: And it's slightly different than what the grades four through 12 is going to be multiplied by and that's because the pK three students. According to statute.

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00:25:46.170 --> 00:25:57.510



Kendra.Jahnke: They need 720 hours of instruction for the school year versus the fourth through 12th graders who need that 900 hours. So the factor has to be slightly different to adjust for that.

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00:25:58.680 --> 00:26:11.040

Kendra.Jahnke: Um, so you were pulled over at f t and then we take what's reported and we were calibrated and the recalibrated f t is what's used for funding. So as many of you have learned over the years.

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00:26:11.460 --> 00:26:20.700

Kendra.Jahnke: Or may not know yet because your new reported f t is not a head count and recalibrated f t is definitely not going to be a head count.

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00:26:21.300 --> 00:26:35.460

Kendra.Jahnke: The reason I say reported f t is not a head count one full f t yes that's typically for one student but a lot of students are receiving more than one f t of instruction so districts are reporting more than one f t

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00:26:36.120 --> 00:26:49.320

Kendra.Jahnke: For that student. So if you did a reported f t like on that certification report that your district has to submit to finance. That's not a head count of students. If you're reporting more than 1.0 f t

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00:26:49.950 --> 00:26:58.650

Kendra.Jahnke: And then same thing for recalibrated we're going to recalibrate any f t that goes over 1.0 down to the 1.0 cap for the full year.

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00:26:59.160 --> 00:27:15.720

Kendra.Jahnke: If a student's only reported and half the year for the whole year, we only find them in one half. Then they're going to be capped at the point five f t. And so again, all this is determined by that will put it f t on the student course schedule format.

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00:27:16.920 --> 00:27:19.800

Kendra.Jahnke: And then Josh Venus in the Office of Financial and

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00:27:20.820 --> 00:27:37.650

Kendra.Jahnke: Funding and financial reporting his group, they're going to take the recalibrated f t and apply it to their FP FP calculations to actually fund your district. So any kind of dollars questions. Those are going to go to Josh any type of data questions will come to our side.

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00:27:39.330 --> 00:27:54.990

Kendra.Jahnke: The pace myself go a little slower. So, kind of, in a nutshell, or in a bulleted shell. A recalibration to the one point. Now, I kind of went over it all students can earn up to 1.0 f t

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00:27:55.410 --> 00:28:14.430

Kendra.Jahnke: There are some exceptions and that would be DJ students who have instruction beyond the the regular school your calendar, the surveys, one in survey 40 JJ that can go just a bit over the 1.0 it's not going to be 2.0 or anything like that. We actually have a cap for that as well.

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00:28:15.510 --> 00:28:27.300

Kendra.Jahnke: But you can get over the 1.0 for DJ, DJ, and then some extra things is the Mackay scholarship and the Florida empowerment scholarship or FPS that most people are calling it

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00:28:28.410 --> 00:28:43.410

Kendra.Jahnke: That f t reported specifically for Mackay and for FPS that's excluded from our calibration and and you know they take what's reported because that's what you have been paid for, for the Mackay scholarship or for the FCS

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00:28:44.100 --> 00:28:55.050

Kendra.Jahnke: So that's excluded and any other type of f t reported for that student would be held to recalibration except for their McKay course and their FPS course records.

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00:28:57.480 --> 00:29:10.980

Kendra.Jahnke: Please, please, please make sure you report all instruction of enrollment. I'm even if it's beyond the 1.0 cap it becomes really important if you have to share f t

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00:29:11.970 --> 00:29:20.490

Kendra.Jahnke: Yes. Students can only earn up to 1.0 but do report everything you're providing all instruction, you're providing that student that's eligible for funding.

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00:29:21.300 --> 00:29:34.350

Kendra.Jahnke: That way if you do end up sharing. We're going to look at the amount of f t reported by your district and the other district whoever's providing more instruction, they're going to get a little bit more of that 1.0 so that's why it's important.

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00:29:36.330 --> 00:29:42.000

Kendra.Jahnke: I'm capped at point five f t. So, this happens a couple times and for a couple different reasons.

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00:29:43.530 --> 00:29:52.980

Kendra.Jahnke: In general, if we only see that a student has been reported in one half of the school year like only survey two or only survey three

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00:29:53.580 --> 00:30:05.970

Kendra.Jahnke: Not both surveys, two, and three. We're going to cap them 2.5 they can only earn up 2.5 half of an f t because they've only received or been reported for instruction for half of the school year.

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00:30:06.360 --> 00:30:24.840

Kendra.Jahnke: Survey foreign survey one data is not included in in what the criteria we're looking for for this capping of point five. If you have survey one in survey two we're still considering that point five. We've got to see the survey three f t to give it up to one one point out

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00:30:25.860 --> 00:30:30.540

Kendra.Jahnke: So the first part of the year after survey two reporting and processing.

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00:30:31.680 --> 00:30:41.430

Kendra.Jahnke: For the October survey as the FP calls it all students are going to be capped at point five at that particular time of the year.

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00:30:42.060 --> 00:30:51.030

Kendra.Jahnke: Because we've only received half of the school years records. Once we receive the survey three, then we'll remove that point five cap.

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00:30:51.330 --> 00:31:02.160

Kendra.Jahnke: And you'll see that that survey to f t gets adjusted because we're combining it with survey three and we're recalibrating or pro rating it to the one point out

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00:31:03.810 --> 00:31:09.330

Kendra.Jahnke: And then we have the excluded from our calibration, which I'd already mentioned before, DJ J.

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00:31:09.810 --> 00:31:23.220

Kendra.Jahnke: In the summer so beyond the hundred and 80 day school year and then also those scholarship students for Mackay in Florida empowerment. Their, their f t is not included in recalibration for those particular scholarships

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00:31:25.620 --> 00:31:41.160

Kendra.Jahnke: Were pointed f t, when are you reporting it. So you're all very familiar with surveys, one through four. I'm sure we're in the middle of reporting survey for I believe that virtual and DJ j plus summer school, even though it's not funded, we still want that summer school data.

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00:31:42.600 --> 00:31:48.810

Kendra.Jahnke: But make sure you report all of the FT moment for that student all instruction that's occurring in all of those surveys

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00:31:50.280 --> 00:31:59.910

Kendra.Jahnke: You don't have to know this by heart. You can find it on. He is his website. The survey dates, as well as the FT general instructions. You can find the survey dates.

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00:32:01.410 --> 00:32:11.640

Kendra.Jahnke: This is basically just kind of a flow chart of the typical survey process overview. So we'll start right at the top and districts are reporting f t for the current survey.

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00:32:12.090 --> 00:32:23.160

Kendra.Jahnke: And then we move over to the right. I think my cursor shows and we've got. So you've been reporting it and then state processing period ends. So I think you get about three weeks.

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00:32:23.490 --> 00:32:38.820

Kendra.Jahnke: And then the processing the daily processing period window ends will produce preliminary recalibrated reports so you can try and make any type of corrections to the FT reported or even shared

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00:32:39.390 --> 00:32:53.910

Kendra.Jahnke: Data that you can during the amendment window which follows right afterwards. So then you get a couple or few weeks of amendment window where we're processing not doing but typically a few times a week to help you out.

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00:32:55.320 --> 00:33:03.810

Kendra.Jahnke: So you're putting in those amendments and then we'll finally close the survey will produce final recalibrated reports.

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00:33:05.130 --> 00:33:08.640

Kendra.Jahnke: Will pass them along to you. And we also pass them along to

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00:33:09.690 --> 00:33:20.280

Kendra.Jahnke: A web Fr. The Office of funding and financial reporting. They use the recalibrated f t to include in their FP FP calculation their funding calculation.

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00:33:21.330 --> 00:33:27.270

Kendra.Jahnke: And then that sent back to the district and we kind of start all over again with the next survey window and processing period.

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00:33:28.680 --> 00:33:33.270

Kendra.Jahnke: And that's just a very high high level flow chart of of what occurs.

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00:33:34.140 --> 00:33:49.890

Kendra.Jahnke: I'm also, I know we talked about surveys, one through four, those, those are the bulk, the majority of f t where and how it's reported, but there is a little bit of f t that your district can report for student additional funding and that's reported in survey five

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00:33:51.270 --> 00:34:00.360

Kendra.Jahnke: I've listed bullets of the different types of student additional funding or sometimes they call it bonus f t that can be reported.

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00:34:00.990 --> 00:34:18.240

Kendra.Jahnke: The FT general instructions again fully dis discusses what particular advanced placement or IB, whether it be courses or diploma has to be met. What's the criteria and how much additional ft, you can report and survey five for those students.

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00:34:19.140 --> 00:34:29.190

Kendra.Jahnke: I know yesterday and the FP FP presentation Josh Bemis talked about two new survey five additional funding f t

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00:34:30.990 --> 00:34:41.070

Kendra.Jahnke: data elements that have been created and I've got the note that this dual enrollment was contingent upon the governor signing House Bill 641

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00:34:42.330 --> 00:34:55.020

Kendra.Jahnke: Because this. This presentation was created before he signed off of his bills, but it sounds like it was signed. So dual enrollment for three different

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00:34:55.770 --> 00:35:04.830

Kendra.Jahnke: criteria can be reported for additional funding that will all be in the FT general instructions and it's not going to be reported for the

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00:35:05.910 --> 00:35:10.170

Kendra.Jahnke: Survey five, it's going to be after next full school year in the

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00:35:11.730 --> 00:35:25.410

Kendra.Jahnke: Survey five so you're not going to be reporting this new dual enrollment add on f t for the upcoming survey five that's going to happen in a couple of few months. This is going to be next year survey five. So just be aware of that.

101

00:35:28.860 --> 00:35:37.140



Kendra.Jahnke: Why is the interstate processing critical. So the interstate processing is referring to that end of daily processing that first

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00:35:37.410 --> 00:35:46.830

Kendra.Jahnke: Half of survey processing, it's critical because a few things are happening. One daily processing. And so you need to be aware that you're then going to be limited.

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00:35:47.160 --> 00:36:01.050

Kendra.Jahnke: To the days that we process amendments we at the department are also getting ad hoc requests from different offices within the department. Sometimes the legislature wanting to see the data, what's being reported

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00:36:01.560 --> 00:36:15.030

Kendra.Jahnke: So they can look at different funding models and calculations. And then we're also creating those preliminary recalibrated f t files and those are very important to you, not so much me but you

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00:36:15.870 --> 00:36:22.770

Kendra.Jahnke: You want to use those preliminary recalibrated files that are provided just after state processing.

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00:36:23.280 --> 00:36:37.020

Kendra.Jahnke: ends the daily processing ends to make any type of correction. So you're not sharing f t you shouldn't be sharing. You want to get that all cleaned up and cleared out before the end of the amendment window.

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00:36:38.310 --> 00:36:43.320

Kendra.Jahnke: So survey to, for example, at the end of state processing October 30

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00:36:44.550 --> 00:36:56.760

Kendra.Jahnke: On this date October 30 we're going to pause I think Theresa cinco puts a moratorium on the database for a few days we process the recalibration

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00:36:57.150 --> 00:37:06.390

Kendra.Jahnke: Files and we send them out to you so you can have the preliminary files to work with until December 15 the final amendment date, um,

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00:37:06.810 --> 00:37:23.850

Kendra.Jahnke: This is critical. We're going to get more into sharing f t, but it has a lot to do with sharing f t with a student number that is being reported for a different student, but now you're connected to them and sharing f t because they have the same ID.

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00:37:25.680 --> 00:37:29.400

Kendra.Jahnke: And you probably don't want to share if T. You don't have to share so

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00:37:29.790 --> 00:37:42.480

Kendra.Jahnke: That amendment window and even beforehand, you know, if you can use some of the different reports that are available, you can clean up that type of share before it's finalized and actually you get stuck, having to share funding.

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00:37:43.950 --> 00:37:52.140

Kendra.Jahnke: And then if you do have to share based on demographics, not the student ID that when we do have a claims process that you can

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00:37:52.920 --> 00:38:00.420

Kendra.Jahnke: Submit and if it's for two different students will be happy to work with you if it's if it's for the same student

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00:38:00.900 --> 00:38:08.610

Kendra.Jahnke: With two different IDs and you just don't think you should share. We're not going to approve a claim for that you cannot submit for that reason, but

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00:38:08.910 --> 00:38:17.460

Kendra.Jahnke: For reasons that are out of your control where we thought it was the same match will let you submit a claim, but anything else that you can fix during the amendment window.

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00:38:17.790 --> 00:38:25.740

Kendra.Jahnke: You want to get it cleaned up between the end of processing and the end of the amendment windows so you don't have to share when you don't need to

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00:38:27.360 --> 00:38:39.480

Kendra.Jahnke: When do we recalibrate. I don't know if I stole this from finance or they stole it from us. But we definitely both show this slide. Um, it's kind of geared towards finance a little bit more. So maybe I took it from them.

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00:38:40.500 --> 00:38:43.620

Kendra.Jahnke: But it kind of goes off of their FP FP calculations.

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00:38:45.060 --> 00:38:52.860

Kendra.Jahnke: The third, fourth and final. Those are in red because there's the ones where you are reporting data and they're using actual data.

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00:38:53.850 --> 00:39:05.520

Kendra.Jahnke: And their calculation numbers don't go with the kind of survey window that you're submitting at that time. So during survey to processing. They're doing the third calc

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00:39:06.090 --> 00:39:25.620

Kendra.Jahnke: So try not to get those numbers confused be talk with me. You can talk survey to if you talk with Josh she'd want to talk about the specific calc number like your CFO or finance folks they talk in the FP FP cowpox you and I probably talk more about survey specific data processing.

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00:39:26.910 --> 00:39:38.910

Kendra.Jahnke: But so we're going to recalibrate only three different times the year you'll have preliminary recalibrated reports on each of those times. So essentially you get six set of reports.

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00:39:39.360 --> 00:39:46.200

Kendra.Jahnke: And they're always going to be different. How you are calibrated for the third calc during survey to

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00:39:46.530 --> 00:39:55.320

Kendra.Jahnke: That survey to data is going to get recalibrated again and look very different, possibly in the fourth calc when we receive that survey three data.

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00:39:55.650 --> 00:40:03.300

Kendra.Jahnke: And then it's going to happen again. We're survey two and three can change once we get that survey for data for the final count.

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00:40:03.780 --> 00:40:14.730

Kendra.Jahnke: And this is always kind of a touchy subject for people, or we forget and we're always very concerned why our survey to or survey three f t is different from the last time.

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00:40:15.240 --> 00:40:22.380

Kendra.Jahnke: And that's because we're always going to combine all the f t and recalibrate based on the combined f t at that point.

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00:40:22.710 --> 00:40:35.640

Kendra.Jahnke: So it's going to be different than the previous survey, because we only had so much f t and records reported as we get more the recalibration is going to change and be specific to all the data we have at that point in time.

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00:40:37.890 --> 00:40:39.090

Kendra.Jahnke: So share it f t

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00:40:40.260 --> 00:40:50.430

Kendra.Jahnke: In a perfect world, you're not sharing any f t you get all of your 1.0 I'm actually stealing these kind of from Kenneth last year. So he picked the names, not me.

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00:40:51.630 --> 00:41:01.620

Kendra.Jahnke: You will notice that I have a fully ID sneaked it in right here. It used to be the student number identify a Florida. Some of you call it the sniff.

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00:41:02.910 --> 00:41:07.770

Kendra.Jahnke: So before, and can currently still for survey for the rest of

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00:41:09.060 --> 00:41:18.810

Kendra.Jahnke: recalibration. It is the student number identifier Florida as the key field of going forward for 2021 it's going to be the affiliate ID.

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00:41:19.230 --> 00:41:32.880

Kendra.Jahnke: Everything's going to work the same for our reports, if we had an f t report before that we provided you with the student number identifier, Florida, it's now going to be replaced and will have the affiliate ID there instead

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00:41:33.330 --> 00:41:43.080

Kendra.Jahnke: Of our logic is going to be all the same for matching students, but instead of looking for a student number identifier, Florida. We're going to look for that fly ID.

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00:41:43.470 --> 00:41:46.320

Kendra.Jahnke: Or flee ID. I think that's what districts like to call it.

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00:41:47.040 --> 00:41:57.060

Kendra.Jahnke: Um, but in this perfect world scenario that we've got right here we have one student Chris Pine Island, who was reported by the same district all year.

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00:41:57.390 --> 00:42:12.540

Kendra.Jahnke: did have a couple different schools survey, two, and three, he was in school 21 and then in survey, for he had a couple of virtual course completions that were reported and that's okay because it's the same school district, so he's not really sharing f t

140

00:42:13.650 --> 00:42:31.230

Kendra.Jahnke: District 66 is getting the whole 1.0 for Chris down here at the bottom right, so we're. This is a perfect situation where you don't have to share and you're probably very happy with getting your full 1.0 but sometimes you do have to share and we'll kind of get into that. When and why

141

00:42:33.630 --> 00:42:40.800

Kendra.Jahnke: So the very first coordinate thing about f t we're putting his membership and attendance requirements.

142

00:42:41.400 --> 00:42:51.510

Kendra.Jahnke: In order to be eligible to be reported to the student database just reported the student has to meet membership requirements here at the top.

143

00:42:52.110 --> 00:42:58.350

Kendra.Jahnke: The students and membership when he or she is officially assigned to a course or program by a school, school or district.

144

00:42:59.130 --> 00:43:08.490

Kendra.Jahnke: Students who are not in membership during survey week should not be reported for f t, but you still should Oh wait, that's me speaking too quick.

145

00:43:08.910 --> 00:43:19.620

Kendra.Jahnke: Should not be reported at all. If the student doesn't have membership during survey week you're not reporting them. Um, they're not with you. So they're not eligible to be reported in general.

146

00:43:20.820 --> 00:43:28.950

Kendra.Jahnke: If you do have membership, if that student does have membership. Then we're going to look down and see if they meet the attendance requirement.

147

00:43:29.430 --> 00:43:48.090

Kendra.Jahnke: If the student has membership and attendance, then you're going to report the student and report them with f t so tenants as a little bit different membership is strictly survey week the five days of survey week attendance, we actually give you an 11 day window.

148

00:43:49.230 --> 00:44:03.090

Kendra.Jahnke: So if a student is in attendance on just one of the days during survey week or one of the six scheduled cert six scheduled school days before survey week

149

00:44:03.630 --> 00:44:10.380

Kendra.Jahnke: Then you can say that they met attendance requirements they had the membership requirements. So you can report them for funding.



150

00:44:10.800 --> 00:44:22.020

Kendra.Jahnke: So the student has to have membership at least one day during survey week and attendance at least one day during the 11 day window to be able to be reported with f t

151

00:44:22.590 --> 00:44:31.140

Kendra.Jahnke: If they only have membership and they had no attendance during serving week or the six school days before you cannot report f t

152

00:44:32.460 --> 00:44:43.410

Kendra.Jahnke: Okay, or if they had membership before survey week they were there the Friday before still isn't going to count. They have to have membership during survey week okay

153

00:44:44.700 --> 00:44:53.070

Kendra.Jahnke: So this is just kind of a calendar tried to merge together. It looks a little, little skewed on the screen, but I think we can work with it.

154

00:44:53.400 --> 00:45:02.130

Kendra.Jahnke: So this is kind of survey to and I'm showing you that October 2019 survey week was October 7 through the 11th.

155

00:45:02.580 --> 00:45:10.350

Kendra.Jahnke: So first we got see do we meet membership requirement. Did that student have membership on one of these five days during survey week

156

00:45:10.890 --> 00:45:17.760

Kendra.Jahnke: If he or she did, then great. Now we're going to check for attendance and I said that that's an 11 day window.

157

00:45:18.360 --> 00:45:26.640

Kendra.Jahnke: So we've got possibly attendance during one of these five days of survey week or we're going to go back a week.

158

00:45:27.240 --> 00:45:44.160

Kendra.Jahnke: The week before survey week and we're going to count the scheduled school days and there's six to be to be able to qualify for attendance. So we've got 1234 I gotta go back up on my calendar September to see day five.

159

00:45:45.390 --> 00:46:04.230

Kendra.Jahnke: Before that September 27 there's a teacher work day so you don't count that. That's not a scheduled school day you get to adjust your, your attendance 11 day window to the day before it, you cannot adjust actual survey week October 7 through the 11th in

160

00:46:05.700 --> 00:46:20.250

Kendra.Jahnke: Those are the five days of survey week if your district did not have school scheduled on one of those days, then you're going to be short one day during survey week and you'll have one day less of meeting a membership requirement.

161

00:46:20.940 --> 00:46:38.700

Kendra.Jahnke: So if they had a school day scheduled before survey week where there was no school scheduled like this teacher work day then you can adjust your six day scheduled school day window before that for attendance, but you cannot adjust the actual survey week

162

00:46:43.830 --> 00:46:57.210

Kendra.Jahnke: Showed up T criteria based on student demographic. So this is the one where your, your student number like currently or before was the student number identifier, Florida.

163

00:46:57.930 --> 00:47:09.090

Kendra.Jahnke: Or for 2021 and going forward the affiliate ID. It's different because we're just going to match on demographics. So the ID is not the same for that student

164

00:47:10.560 --> 00:47:23.130

Kendra.Jahnke: So if the ideas, different and we check to see if they have the same last name. The first three characters of the first name and the same birthday. Then we're going to check for one of two things.

165

00:47:23.760 --> 00:47:32.850

Kendra.Jahnke: If one of the two things don't happen. We're not going to match based on demographics. So you have the same demographics different ID.

166

00:47:33.450 --> 00:47:41.670

Kendra.Jahnke: Do you have one of the districts reporting less than point two. Usually that's like a virtual course or two virtual courses.

167

00:47:42.060 --> 00:47:52.770

Kendra.Jahnke: That will sometimes make us think that maybe the virtual provider is report is providing a different ID, they're reporting a different ID, but you're probably the same. So we're going to put you together.

168

00:47:53.580 --> 00:48:03.510

Kendra.Jahnke: Or maybe that's not happening. There's no other disrupting less than point two. But there is another district with the same demographics different ID.

169

00:48:03.900 --> 00:48:11.070

Kendra.Jahnke: Where that student had an entry date during survey week if that happens, we're going to match you based on demographics.

170

00:48:11.640 --> 00:48:20.490

Kendra.Jahnke: So we're not just matching everybody on demographics, you have to either have the other district report point to f t or have an entry date during survey week

171

00:48:21.120 --> 00:48:32.190

Kendra.Jahnke: If, for some some reason we match that incorrectly. It just looked really good on paper, but in reality it's two different students sometimes it's common with with certain names like a

172

00:48:33.330 --> 00:48:47.520

Kendra.Jahnke: John Smith or Jose Hernandez. Those are very common names. One of these two situations could have occurred. And so you can submit a claim and have them separated and we won't combine

173

00:48:51.360 --> 00:49:01.740

Kendra.Jahnke: And this is basically a quick look at what that looks like on a report. So again, Kenneth dukes chose these names. I'm not trying to single out people

174

00:49:02.070 --> 00:49:10.380

Kendra.Jahnke: So during and Bennett, she happened to be reported with one ID and a second a fully ID.

175

00:49:10.830 --> 00:49:29.940

Kendra.Jahnke: This is also the same for student number identifier, Florida. So she's got two different IDs reported for her like two different districts. So in order to make the demographic match. We need to make sure that maybe the total f t reported by district was only point two.

176

00:49:31.320 --> 00:49:42.990

Kendra.Jahnke: Or she had an entry date during survey week. So when I look, this is a summary type of report and I have the little report number here at the top. The F 714 94

177

00:49:43.740 --> 00:50:02.910

Kendra.Jahnke: Um, if I checked. I don't see that those less than point to buy either district um survey 2.5 and survey three had point five. So I know because this is an example that the student was actually matched because there was an entry date during survey week

178

00:50:04.800 --> 00:50:12.150

Kendra.Jahnke: And that's why we match them based on demographics, not the ID, because the IDs are different. There's an entry date we match them.

179

00:50:12.510 --> 00:50:26.850

Kendra.Jahnke: And this really is the same student. She moved during survey week had that entry date and the other district reported her. And so they should share and a claim wouldn't be approved since they are the same student

180

00:50:29.100 --> 00:50:49.380

Kendra.Jahnke: The one that you can fix on your own that I cannot fix for you that we can't fix in a claim is when we match based on the student identifier number going forward for 2021 it's going to be the affiliate ID. So I'm kind of putting it everywhere. As a reminder, but currently for

181

00:50:50.400 --> 00:51:07.440

Kendra.Jahnke: It's that student number identifier, Florida. If we see that there's this a student or an ID that's reported by more than one district. We're going to group and combine that those records together and that fit together and you will share

182

00:51:08.760 --> 00:51:12.870

Kendra.Jahnke: You need to make sure it's in read that you are actually reviewing

183

00:51:15.390 --> 00:51:17.760

jenniferabney: It's got them got the presentation like minimum

184

00:51:19.050 --> 00:51:19.530

Kendra.Jahnke: There you go.

185

00:51:20.700 --> 00:51:30.630

Kendra.Jahnke: You need to make sure that during state processing in the amendment window, you're checking out report F 71346

186

00:51:30.990 --> 00:51:43.140

Kendra.Jahnke: This report is very important to you and critical during processing. Because you can fix the shared ID match. If you see on this report enough to eat report.

187

00:51:43.980 --> 00:51:54.270

Kendra.Jahnke: That we produce for you if you see that there's a student using the same ID as yours, but it's a different student, you need to contact that district.

188

00:51:54.660 --> 00:52:09.390

Kendra.Jahnke: And get it resolved, you should not be reporting the same FOB ID or the same student number identifier Florida for two different students. So you need to get it fixed before we close the amendment window of survey processing.

189

00:52:10.860 --> 00:52:26.850

Kendra.Jahnke: You will get a set of preliminary recalibrated reports after daily processing and you'll see that those students are matched and that's another way to work on getting it resolved, but you can start sooner by looking at those F7 1346 reports.

190

00:52:28.560 --> 00:52:40.740

Kendra.Jahnke: So not a perfect world, again, we're sharing f t if we look at this common ID student number identifier Florida or the affiliate ID going forward. I see the same ID.

191

00:52:41.070 --> 00:52:53.970

Kendra.Jahnke: For these three different students Angela blessing Terry been Angie, all of you, your districts reporting the same ID. So we're going to match you together for funding automatically. It's just on the ID.

192

00:52:55.350 --> 00:53:01.680

Kendra.Jahnke: If you see that on your reports, you need to reach out to the other districts and it needs to get resolved.

193

00:53:02.850 --> 00:53:12.600

Kendra.Jahnke: With this being affiliate ID, I believe, you're going to have to also reach out to the Foley ID team to assist with updating the affiliate ID.

194

00:53:14.550 --> 00:53:20.490

Kendra.Jahnke: That team knows more about it than I do, to be honest. I just know that you need to have it rectified.

195

00:53:20.820 --> 00:53:26.460

Kendra.Jahnke: Before the close of the amendment window for survey processing or else you will be sharing that funding.

196

00:53:26.820 --> 00:53:39.570

Kendra.Jahnke: But it really is no different. The logic, we're doing is no different than currently in before where we're matching a common ID. Okay, it's just changing which common ID, we're looking at. We're going to look at the fob ID going forward.

197

00:53:43.470 --> 00:53:51.870



Kendra.Jahnke: So combined records report overview. So that's what I just touched on that F7 1346

198

00:53:53.130 --> 00:54:08.310

Kendra.Jahnke: The recalibrated version of it is the F 713 72 so reported what you can work on and get fixed for correcting those matching IDs is the F 713 46 during processing.

199

00:54:10.200 --> 00:54:24.540

Kendra.Jahnke: If you get the preliminary recalibrated reports you can work off of the F 713 72 but on our final reports after the amendment window. It's your permanently shared work. We cannot go back and unsure, you

200

00:54:26.490 --> 00:54:50.280

Kendra.Jahnke: For demographic matches during survey processing this F7 1371 this report is low priority for you. That's why I don't have it in red, you need to focus on the ID reported f t matched on ID report the 1346 that's your that's your game to to correct any matches based on student ID.

201

00:54:51.750 --> 00:55:01.020

Kendra.Jahnke: The demographic report that's very similar, but it's matched on demographics, with a different ID that report is useful if you need to determine

202

00:55:01.410 --> 00:55:20.010

Kendra.Jahnke: Oh look, we're reporting a student with the wrong fit ID, it needs to be the same as that demographic match. You can use F 713 71 to update your ID. That'll work with the affiliate D team. You can't just change the affiliate ID on your own. You need to work with the team.

203

00:55:21.330 --> 00:55:35.790

Kendra.Jahnke: You can work with them to get it updated if it really is supposed to be a different FOB ID that that your demographic match is for the same student and you are the other districts should update your ID to match this is your one shot to do that.

204

00:55:37.230 --> 00:55:58.230

Kendra.Jahnke: The recalibrated report where you can submit a claim because it's two different students is the F7 1373 and so that report is important. Once we provide you the final recalibrated report again preliminary your focus is cleaning up these matching ID shared f t records.

205

00:55:59.490 --> 00:56:05.730

Kendra.Jahnke: The final calibrated. What you can do submit a claim if it's two different students matched on demographic

206

00:56:10.050 --> 00:56:15.690

Kendra.Jahnke: All right, we're getting like we're a little bit past halfway. It's like 20 and like I've 29

207

00:56:16.800 --> 00:56:34.560

Kendra.Jahnke: I'm going to sort of go through these quick, um, it's just all the reports that are listed that are available to you. So the first couple of these are your certification reports, they're very helpful very useful for you to see the f t reported

208

00:56:36.240 --> 00:56:52.050

Kendra.Jahnke: Your district has to use it when they certify f t for funding and then it also can help you just double checking, are you reporting all the fit you expect for each school and possibly by the different categories like grade and FP FP program number

209

00:56:53.580 --> 00:56:58.320

Kendra.Jahnke: And those are available through surveys, one through four. You can request those reports.

210

00:56:59.220 --> 00:57:15.630

Kendra.Jahnke: Another district level kind of report that you can request and that we also look at is the F 711 34 it's only produced for surveys, one in four. And it's for DJ j and virtual f t that's being reported and surveys, one in four.

211

00:57:18.180 --> 00:57:29.430

Kendra.Jahnke: Student level reports. So during processing. We're going to generate two reports for you. The F7 1346 and the F 713 71

212

00:57:30.570 --> 00:57:45.720

Kendra.Jahnke: Again, I, I would highly push and recommend focusing on the F7 1346 that's the report where we're matching students based on IDs. So you want to check that report to make sure no one else

213

00:57:46.230 --> 00:57:55.950

Kendra.Jahnke: Is reporting your ID or maybe you are accidentally reporting another students ID and it needs to get corrected. If it's the ID, you're going to have to work with the

214

00:57:56.730 --> 00:58:09.120

Kendra.Jahnke: Team to get it corrected. So start sooner than later, because I know there's a little bit of a process working with Shannon and Brian to get these issues resolved. So don't wait until the last week of processing.

215

00:58:09.690 --> 00:58:15.030

Kendra.Jahnke: To start looking at the reports, make sure you're looking at early and taking action. Early on, on

216

00:58:18.150 --> 00:58:37.650

Kendra.Jahnke: More reported reports this alright so every week, we're going to run the no reports for you. We're going to run no reports for f t. That's an error that will cause it to be known, or will cause it to not be funded will zero out the f t for those records.

217

00:58:39.000 --> 00:58:47.130

Kendra.Jahnke: So we provide a report weekly you also probably hear from one of your contacts and he is group Teresa singles group.

218

00:58:47.520 --> 00:58:54.360

Kendra.Jahnke: They probably bug you about it too because we bug them to bug you that way. We're not always the bad guy we spread around

219

00:58:55.020 --> 00:59:17.400

Kendra.Jahnke: Um, but if you can't wait. And I don't suggest for you to wait. Every Monday during survey processing. You can request all of these reports that are listed there. I'm going to show you the same f t no errors, but these files are very specific to each no error.

220

00:59:18.450 --> 00:59:27.330

Kendra.Jahnke: So if you have a student course records with no matching demographic that cause it to know it'll show up on the weekly report, we send

221

00:59:27.690 --> 00:59:33.750

Kendra.Jahnke: But you can request that report nightly if you want to. During survey processing. So you can fix them.

222

00:59:34.140 --> 00:59:47.490

Kendra.Jahnke: Every day, or how often you want to. You don't have to wait till once a week. You can request all of these possible no error reports and it's by each specific reason for the null or the validation error itself.

223

00:59:49.470 --> 01:00:02.160

Kendra.Jahnke: These are all of the recalibrated student level file. So it's going to be for each student. We've got a mixture of the singles report where you're not sharing, you get all the f t for your students.

224

01:00:03.180 --> 01:00:17.130

Kendra.Jahnke: We have a multiples report and that's that MULTIPLE DISTRICTS reported the same ID. And so we matched in that fit. He shared, it's going to be a fully ID going forward. But for 1920 it's still student number identifier, Florida.

225

01:00:18.210 --> 01:00:27.420

Kendra.Jahnke: Same thing. We got that student demographic report, we have a DJ. J. A special DJ, DJ report. We've got a claims report. So if he submitted a claim.

226

01:00:27.690 --> 01:00:40.020

Kendra.Jahnke: You can see that that students going to appear on that report going forward. So you can just ensure that they're not being matched anymore to the wrong student. We've got McKay in FCS so you can see that

227

01:00:41.070 --> 01:00:53.370

Kendra.Jahnke: The fit for those students is correct and appropriate and then we have a couple different kind of summary reports. One is an all district data. It's their huge

228

01:00:54.900 --> 01:00:58.140

Kendra.Jahnke: It's all the individual f t for those students.

229

01:01:00.390 --> 01:01:12.510

Kendra.Jahnke: As well as a few different pieces of info. Um, and it's broken out by the different types of schools. We also have what I think is pretty useful and helpful.

230

01:01:13.170 --> 01:01:18.990

Kendra.Jahnke: Is a student summary report where it's by student by school. You can see the

231

01:01:19.680 --> 01:01:37.380

Kendra.Jahnke: At a higher level for each student any other school or district that reported them how much f t was reported how much got recalibrated and you can see the share kind of easily without looking at course records. It's broken out by survey. And that's a little bit nicer to to look at

232

01:01:38.430 --> 01:01:45.420

Kendra.Jahnke: This is an example of that report that I just talked about. So it's, I didn't put the students names or any of that info but

233

01:01:45.810 --> 01:01:56.850

Kendra.Jahnke: You can see that by school this kind of grouping and read. It's the same student and I can see district to school 12 and district 71 school 600 we're putting my student

234

01:01:57.630 --> 01:02:06.270

Kendra.Jahnke: And I can see for each survey. How much was reported. How much was recalibrated and then the total reported recalibrated at the end. So this one's very helpful.

235

01:02:06.750 --> 01:02:18.900

Kendra.Jahnke: Um, it's the student level version. There's a very similar report. Um, and it's called the F7 1451 and we'll get to that too. And that's the the district level or school level report.

236

01:02:20.490 --> 01:02:24.780

Kendra.Jahnke: So we're calibrating team reports, we're getting close. We're almost done. I promise I'm

237

01:02:25.860 --> 01:02:36.090

Kendra.Jahnke: recalibrated f t we generate those reports, you cannot request or calibrated report we generate them and we only generate them six times a year.

238

01:02:36.600 --> 01:02:46.170

Kendra.Jahnke: Survey to you'll get the preliminary after daily processing and will give you the final after the amendment window, which is usually late December or very early January.

239

01:02:46.830 --> 01:02:57.390

Kendra.Jahnke: And then the same thing happens for survey three you'll get preliminary after the daily processing and then you'll get the final, I believe, is in late March. Nope. April.

240

01:02:57.930 --> 01:03:08.670

Kendra.Jahnke: late April, he get the final and we'll do the same thing for survey for you'll, you'll get a preliminary and then you'll get a final and in between all of those runs. We also do the claims process. So we can

241

01:03:09.570 --> 01:03:16.590

Kendra.Jahnke: See your claims that you're submitting process them and apply them to the next set of recalibrated reports.

242

01:03:17.550 --> 01:03:35.580

Kendra.Jahnke: We have district local reports that are helpful just like those reported certification reports, we've got the same ones available in the recalibrated format. So the F 713 44 and the 1345 and it's just basically the recalibrated version of those certification reports.

243

01:03:36.900 --> 01:03:55.830

Kendra.Jahnke: And then we have the F7 1351 which is a summary of school f t by survey and it also show any other school or district that sharing f t with that particular school, you'll see reported or calibrated and also a headcount total students, which is sometimes helpful.

244

01:03:57.120 --> 01:04:04.200

Kendra.Jahnke: I know I'm going fast. But all these are available, so no worries. And this is what it just kind of talked about. You can see by school

245



01:04:05.550 --> 01:04:10.470

Kendra.Jahnke: How much f t was reported throughout the year the totals the very bottom of that schools.

246

01:04:11.100 --> 01:04:17.460

Kendra.Jahnke: That school section, it'll show you how much f t that school was reported recalibrated the number of students.

247

01:04:17.820 --> 01:04:36.420

Kendra.Jahnke: And then any other school, which is all of these listed below it. That was sharing f t, the total amount. How much was recalibrated and for the number of students. So for this example 65 of the 1400 students were shared by another another school

248

01:04:37.620 --> 01:04:51.360

Kendra.Jahnke: So this reports really easy to help kind of reconcile fit and get an idea of what each school was reporting and earning and if they were sharing any f t and then we have that student version that looks just like it, but at a student level.

249

01:04:53.610 --> 01:05:03.120

Kendra.Jahnke: High and we're super close. I think I have two slides. So data quality issues and reminders. So these are just some things that we get questions about or people forget

250

01:05:04.140 --> 01:05:12.810

Kendra.Jahnke: post secondary career instruction provided at a Technical Center located in the same school district, you're going to make sure you want to

251

01:05:13.290 --> 01:05:24.750

Kendra.Jahnke: Put that dual enrollment indicator as code. See the school enrollment is going to be the secondary school and school the instruction is the technical center because it's in the same school district.

252

01:05:26.460 --> 01:05:32.340

Kendra.Jahnke: So that's, that's just a data quality issue that we see someone often are we get a number of questions on

253

01:05:33.900 --> 01:05:43.710

Kendra.Jahnke: The next one students enrolled in virtual courses that were reported in progress and surveys to or it was reported in survey three or both.

254

01:05:44.190 --> 01:05:55.320

Kendra.Jahnke: Those students have until the final survey for amendment date to successfully complete the course and be reported for funding. So those students can continue

255

01:05:56.220 --> 01:06:03.300

Kendra.Jahnke: Working on that course receiving instruction into the summer and if they successfully completed during the summer. It can be reported.

256

01:06:04.470 --> 01:06:06.630

Kendra.Jahnke: During survey for for the file amendment.

257

01:06:07.980 --> 01:06:18.030

Kendra.Jahnke: If a student is not reported for a virtual course in survey two or for survey three. Let's say they started in April.

258

01:06:18.600 --> 01:06:27.540

Kendra.Jahnke: The virtual course that student has to successfully complete the course by the end of the hundred 80 day school year. The standard school year.

259

01:06:28.200 --> 01:06:43.410

Kendra.Jahnke: To be able to be reported for funding if the student isn't finished with the course by the end of the school year, they can keep taking the course. You don't have to withdraw them, they can keep taking it in the summer. It's just not eligible to be reported for f t for funding.

260

01:06:47.490 --> 01:07:03.750

Kendra.Jahnke: And then just the note because it's it's no different than the student number identifier Florida but a student were pointed in the same fiscal year, but with a different Florida education, identify the fly ID, it may be incorrectly funded for the fiscal year. So if you're changing

261

01:07:05.820 --> 01:07:16.680

Kendra.Jahnke: Ideas throughout the school year that can cause an issue with your funding and it will be found by the auditors. We try to help you as best as we can with our reports, but if you

262

01:07:18.210 --> 01:07:29.250

Kendra.Jahnke: Report, the student and survey to with with one fly ID and you report them in survey three with a different one. We might not fund you exactly correct. We might be a little bit off.

263

01:07:30.720 --> 01:07:43.800

Kendra.Jahnke: Because our demographic match, it won't meet the criteria, but the auditor will find it and take away f t if you ended up earning too much above the 1.0 so just be aware of that. It's the current

264

01:07:45.240 --> 01:07:51.150

Kendra.Jahnke: Issue for student number identifier, Florida. It's no different, just want to remind you that it could still happen with FLT ID.

265

01:07:53.850 --> 01:08:05.760

Kendra.Jahnke: Alright, we're towards the end. This is the last slide, I'm additional funding for early high school graduates, it's reported in survey five in the year that that student graduates.

266

01:08:06.450 --> 01:08:14.310

Kendra.Jahnke: The funding, though, you'll see that funding because you're reporting it and survey five that funding will be in the following year, but you need to make sure you report it.

267

01:08:14.610 --> 01:08:30.420

Kendra.Jahnke: In that current in your survey 524 hour standard diploma is the only diploma eligible for early graduate funding. So just be aware of that those Excel students the ACC el credit hours, they're not

268

01:08:31.470 --> 01:08:35.490

Kendra.Jahnke: Eligible for the early high school graduates out on Ft.

269

01:08:36.840 --> 01:08:43.200

Kendra.Jahnke: Again, it's just that note about how you may notice your survey to f t is capped at point five.

270

01:08:44.100 --> 01:08:55.680

Kendra.Jahnke: During survey to processing when those were calibrated reports come out. But as soon as we get that survey three data. We're going to release the cap and then cap at 1.0 if they're reported in both surveys

271

01:08:57.390 --> 01:09:01.740

Kendra.Jahnke: If we don't find them again and survey three, then the point five capital remain

272

01:09:03.690 --> 01:09:13.530

Kendra.Jahnke: F T for intercession in summer schools, even though it's not funded it still needs to be reported. We still need to know that it's occurring.

273

01:09:14.400 --> 01:09:21.780

Kendra.Jahnke: Even though it's not funded through the FP FP. Okay, I know no one likes to do it or we get lots of questions as to why

274

01:09:22.440 --> 01:09:34.770

Kendra.Jahnke: But we do get a number of requests from the legislature and the department looking into seeing what type of instruction is occurring during the summer and it does help them with with gauging funding models and

275

01:09:35.490 --> 01:09:44.430

Kendra.Jahnke: Other types of strategic imperatives are goals that we're kind of shooting for. So make sure you report accurately your intercession or summer school data.

276

01:09:45.630 --> 01:09:58.710

Kendra.Jahnke: And then also productivity general instructions the DJ J EFF t. That's reporting and surveys, one in four. When you combine it for that student, it cannot exceed point 3888

277

01:09:59.100 --> 01:10:15.570

Kendra.Jahnke: F. T. We've got a special report that we run that we work with you to help you out. But just know that that's why you're getting it is that DJ J student cannot earn a combined total of more than point 3888 f t

278

01:10:17.790 --> 01:10:29.010

Kendra.Jahnke: Where he get more information, the FT general instructions. There's the link, you can just type in an idea we search bar f t instructions, it'll come up. It's the first link available.

279

01:10:29.520 --> 01:10:42.300

Kendra.Jahnke: The case Scholarship Program database reporting is right there and then also the database user manual nuts kind of off of. He is his website Teresa singles group one of their main resources.

280

01:10:43.350 --> 01:10:49.200

Kendra.Jahnke: Your new contacts you can you can contact me, but I am not the best person to contact

281

01:10:50.280 --> 01:11:01.560

Kendra.Jahnke: The new f t and class size manager is Judy len sick her information is up here at the top. I suggest sending an email not calling since we're still teleworking

282

01:11:02.040 --> 01:11:12.330

Kendra.Jahnke: Um, but you can email Judy or f t or class size questions. Um, I may help her out for a little bit, but she is your main contact and I'm just kind of behind the scenes again.

283

01:11:12.810 --> 01:11:24.300

Kendra.Jahnke: And then Laura Skillman. She's the new database consultant for 15 class size. And again, here's her email address that you can email her questions and they'll help you both out with data reporting.

284

01:11:25.260 --> 01:11:38.550

Kendra.Jahnke: And then if you have dollar questions funding questions, especially if it's from your finance office Josh Venus is going to be your main contact in the office of funding and financial reporting and this is his contact information.

285

01:11:39.600 --> 01:11:41.070

Kendra.Jahnke: So let's do questions.

286

01:11:43.980 --> 01:11:56.760

famisflorida@gmail.com: Okay, there's been several questions that have come in. So I'm going to kind of start from the top. And if any of the questions that were asked have already been answered, just let me know. The first one was from Jason Smith and he was asking about

287

01:11:57.300 --> 01:12:08.430

famisflorida@gmail.com: If you could talk about the changes to the additional funding this year. So Jason. I'm not sure if she was able to enter the specific questions you have. It's a little vague on

288

01:12:09.480 --> 01:12:13.560

famisflorida@gmail.com: Kendra, did you cover all aspects of the changes to the additional funding this year.

289

01:12:13.590 --> 01:12:18.450

Kendra.Jahnke: I didn't go. I didn't go into the details of the

290

01:12:19.470 --> 01:12:29.520

Kendra.Jahnke: The AP change, which I know Josh had mentioned yesterday to in his in his presentation. The AP the additional AP funding.

291

01:12:30.300 --> 01:12:45.000

Kendra.Jahnke: I guess eligibility is if the student receives an AP Capstone diploma. So that will get to be reported. I do not know the point 08 or point one six additional f t that goes with it.

292

01:12:45.540 --> 01:12:54.420

Kendra.Jahnke: It is in the f t general instructions which is right now. I think it's at its last stop for approval and then once this person.

293

01:12:55.110 --> 01:13:06.990



Kendra.Jahnke: signs off, then it'll end up going to rule and state board and then the FT general instructions we made available to everyone. So we're very close to actually publishing them once they get approved by the board.

294

01:13:07.980 --> 01:13:15.750

Kendra.Jahnke: But it's in better detail on that. I definitely could send an email follow up with the little bit that's in the instructions.

295

01:13:16.320 --> 01:13:31.140

Kendra.Jahnke: But it's an AP Capstone diploma is how you can do the additional for AP there's other AP also add on f t eligibility is there, but the new one is a capstone diploma and then for dual enrollment. There's three

296

01:13:32.250 --> 01:13:38.010

Kendra.Jahnke: New pieces. One is if you receive a diploma.

297

01:13:39.300 --> 01:13:47.670

Kendra.Jahnke: While taking all dual enrollment classes, you can receive additional Ft. If the student does that the other one has to do with GPA.

298

01:13:49.020 --> 01:13:56.910

Kendra.Jahnke: And then a third is taking the course and receiving AND I BELIEVE IN A in the course. Something to that effect. But again, that's off of

299

01:13:57.480 --> 01:14:18.720

Kendra.Jahnke: very vague memory. I can definitely email you Katie and or Jason with Palm Beach. I'm to give them more details, but they will be in the in the FT general instructions and it's not for this survey five coming up. It's for survey five and 2021 um and yeah

300

01:14:20.310 --> 01:14:33.570

famisflorida@gmail.com: Okay, good, good. Thank you so much. So the next question from candy wanted to know is the change to the recalculation figures. I'm going to be explained to the finance folks, or is that already explained to them. These changes.

301

01:14:34.590 --> 01:14:36.240

Kendra.Jahnke: Anymore. And so what does he mean

302

01:14:37.200 --> 01:14:39.990

famisflorida@gmail.com: Okay, candy, give us a little more details or unmute your microphone.

303

01:14:40.350 --> 01:14:41.310

famisflorida@gmail.com: And ask

304

01:14:41.910 --> 01:14:43.710

Candy: You there. Yeah, we can

305

01:14:44.490 --> 01:14:51.870

Candy: I know kind of what I'm asking is, you know, how you process your recalibrated report the 44 and 45 reports.

306

01:14:52.350 --> 01:15:02.730

Candy: And you have, say, for example, after survey to give those figures, but when everything's recalibrated again for survey three sometimes those survey to figures change.

307

01:15:04.080 --> 01:15:14.610

Candy: Based, you know, compared to where they which they receive prior after survey to sometimes I receive questions is why did those things change. Right.

308

01:15:15.540 --> 01:15:25.650

Kendra.Jahnke: And I know you guys received those questions, which is why I emphasize that, again, I'm Josh Bemis and finance he does provide that type of information to

309

01:15:26.190 --> 01:15:37.530

Kendra.Jahnke: Finance, folks. I don't know if it you know clicks are always makes the most sense or if they remember it. But, but I do believe that finance does add that in the presentations, how

310

01:15:38.130 --> 01:15:46.920

Kendra.Jahnke: How from calculation to calculation. You can see the fluctuation in your, your f t because of the additional surveys

311

01:15:48.720 --> 01:15:55.320

Kendra.Jahnke: So I, I don't have a plan presentation, but I know finance works with them to assist with that.

312

01:15:56.040 --> 01:15:56.910

Candy: Okay, thank you.

313

01:15:57.600 --> 01:16:04.200

Kendra.Jahnke: Yeah. But yeah, I mean, you can always send those questions to Judy, Judy will be happy to answer that same type of thing.

314

01:16:05.850 --> 01:16:14.160

famisflorida@gmail.com: Perfect. So the next question we have is, what does a district you if there's no school on the day of date certain

315

01:16:15.750 --> 01:16:19.950

Kendra.Jahnke: Um, then you just have to move your date certain to probably the Thursday before

316

01:16:20.400 --> 01:16:32.730

Kendra.Jahnke: Um, so Friday date certain you don't have school than that. That kind of makes your survey week only four days long, so you'd put it on your last day of your adjusted survey week which would only be four days. So probably Thursday.

317

01:16:33.780 --> 01:16:38.280

Kendra.Jahnke: Would be the best choice, but everything else works, works as normal. Um,

318

01:16:40.770 --> 01:16:46.050

famisflorida@gmail.com: And then the other. Another question we have is related to the fleet ID and shared f t

319

01:16:46.260 --> 01:16:52.140

famisflorida@gmail.com: It says do not resolve the ID issues will district not receive

320

01:16:54.300 --> 01:16:58.020

Kendra.Jahnke: So I missed a little bit of what you said at the end. But so

321

01:16:59.940 --> 01:17:20.130

Kendra.Jahnke: The ID issue if there's a common ID being reported, you know, by you and another district for two different kids, um, you need to work it out with that district and you need to do it as soon as possible. You need to get FDA FTC ID team involved because Shannon can also assist

322

01:17:21.150 --> 01:17:37.410

Kendra.Jahnke: You can let me, Judy, you can let one of us know and we can try to assist but all it would be is prompting the other district. I'm the longer you wait, the less chance we have to help you. So use that

323

01:17:40.920 --> 01:17:41.640

Kendra.Jahnke: Report.

324

01:17:42.690 --> 01:17:53.580

Kendra.Jahnke: That gets created during processing weekly you should get one weekly I believe I'm look at it right away, find those students that have the same ID, but they're two different students

325

01:17:53.940 --> 01:18:10.350

Kendra.Jahnke: And reach out to that district reach out to fully ID, the team and start getting it worked on. If it doesn't get resolved, then it's no different than not fixing the student number identifier, Florida, you will end up sharing if both districts report the same ID.

326

01:18:12.090 --> 01:18:26.040

Kendra.Jahnke: The rules aren't changing in terms of logic and funding. We're just looking at a different ID instead of student number identified Florida. We're just looking at FLT ID, but all the same rules of needing to get it corrected well before the close of survey.

327

01:18:27.720 --> 01:18:40.830

Kendra.Jahnke: And if after a couple weeks you're not getting much progress you absolutely should get us involved at the latest, I get that district, a little bit of time and then get do we involved a fully ID team and then myself or Judy.

328

01:18:45.630 --> 01:18:58.290

famisflorida@gmail.com: Perfect. Sorry about that. And so the next question we have is, if a student doesn't complete the course before survey for amendment window.

329

01:18:58.830 --> 01:19:10.410

famisflorida@gmail.com: And it was reported in survey three can a district just enroll the student in the course in the new school year and report the f t and next full year's survey for

330

01:19:12.180 --> 01:19:16.140

Kendra.Jahnke: That's a little bit of a policy question in terms of virtual um

331

01:19:17.730 --> 01:19:28.860

Kendra.Jahnke: You know, if the student, it's going to be on their schedule. The next year because they're I guess continuing to take the class. That's one thing. But that's the kind of a virtual policy question.

332

01:19:29.400 --> 01:19:37.500

Kendra.Jahnke: About can you re enroll the student. The next year. That's, that's a little bit more policy than the data reporting for me, actually.

333

01:19:38.520 --> 01:19:40.980

Kendra.Jahnke: So like a San Diego, San draggers could assist

334

01:19:43.200 --> 01:19:54.270

famisflorida@gmail.com: Okay, no problem. And then the next question we have is the summer session that is not eligible for funding like reading cam supposed to be reported as an FP FP of 99

335

01:19:55.500 --> 01:20:07.680

Kendra.Jahnke: Yes that's any instructions also. So, yes, you're on your summer sessions, your summer instruction and since it's not fundable by the FP FP. You do want to put f up 999

336

01:20:08.100 --> 01:20:21.150

Kendra.Jahnke: It's in the instructions the FT general instructions. It does explain how to do it. I believe I'm right. I'm like 99% sure that that is correct. But please, double check the f t general instructions there is a section for summer reporting.

337

01:20:23.340 --> 01:20:29.370

famisflorida@gmail.com: Okay. And then the next question is, I saw that they added the AP diploma. What is the dual enrollment.

338

01:20:30.750 --> 01:20:42.600

Kendra.Jahnke: So that's that. Same thing that Jason asked, um, I did not provide to reset the two new data elements because we're waiting for the governor's signature because there was a possibility that he wasn't going to sign the additional funding.

339

01:20:43.470 --> 01:20:57.660

Kendra.Jahnke: So I didn't provide that to her. So it's not in any of her updates, yet it is for next school year, not this school year, I can just send you Katie right up. And if it's okay. You can just send it out to everyone does that work.

340

01:20:57.780 --> 01:21:02.310

famisflorida@gmail.com: Absolutely, yeah. Go ahead and send that and I'll send it out. Yeah, um,

341

01:21:03.600 --> 01:21:10.590

famisflorida@gmail.com: I don't know if this is a real question candy, Kendra, what are your current responsibilities. I guess he just wants to know where you're working now.

342

01:21:11.910 --> 01:21:24.330

Kendra.Jahnke: Yeah, my responsibilities are the same as they were when Kenneth was the FT manager. Um, so I'm the director over the PIP office, as well as, as well as the FT and class size team.



343

01:21:25.290 --> 01:21:34.230

Kendra.Jahnke: So Judy, is the team class size manager and she reports to me. Laura is the database consultant and she reports to Judy so

344

01:21:35.970 --> 01:21:46.890

Kendra.Jahnke: I oversee at a higher level, the f t in class size team, but all your questions and things like that should go to Judy and Laura i'm i'm still involved.

345

01:21:47.430 --> 01:22:01.260

Kendra.Jahnke: As I have been even when Kenneth was here, but the manager over fit in class size they take the lead in the reins, because that's their that's their area. But I'm still involved, just like I was before. When kindness was the manager so

346

01:22:02.340 --> 01:22:04.170

Kendra.Jahnke: Yeah, thank you nothing about me has changed.

347

01:22:04.560 --> 01:22:08.640

famisflorida@gmail.com: Okay, I didn't know. I didn't know if you were if you were being silly video. Okay.

348

01:22:09.030 --> 01:22:22.380

famisflorida@gmail.com: So another question. This one terms to if a virtual classes completed with and surveys and never reported in May two or three in the virtual class be then reported in survey for

349

01:22:23.160 --> 01:22:37.860

Kendra.Jahnke: Absolutely, yes. Um, if for some reason the students signed up, let's say, November and they finished in January. It's not going to be reported in survey two or three, but that successful completion absolutely should be reported in survey fork.

350

01:22:40.080 --> 01:22:53.850

famisflorida@gmail.com: Okay, perfect. Then the next question we have is, do early grads have to be moved to 12th grade in our student information system or can we leave them as 11th graders.

351

01:22:56.130 --> 01:23:02.670

Kendra.Jahnke: That is known for me. Um, I don't even know who to tell you to talk to, um,

352

01:23:05.580 --> 01:23:12.510

Kendra.Jahnke: Yeah, that's a whole different type of data question. Um so early grads, I'm just gonna write this down.

353

01:23:12.870 --> 01:23:13.470

famisflorida@gmail.com: Yeah, and just

354

01:23:15.690 --> 01:23:21.840

Kendra.Jahnke: Need to be moved to 12 in what

355

01:23:23.310 --> 01:23:29.160

famisflorida@gmail.com: So do early grads have to be moved to 11th grade in their student information system.

356

01:23:31.830 --> 01:23:34.020

famisflorida@gmail.com: Or can they leave them as 11th graders.

357

01:23:34.500 --> 01:23:39.090

Kendra.Jahnke: Okay, I got that. Um, yeah, that's definitely not like an f t question.

358

01:23:40.200 --> 01:23:40.950

famisflorida@gmail.com: No problem.

359

01:23:41.070 --> 01:23:50.040

Kendra.Jahnke: And I don't know if it's a Teresa cinco, it's gonna be a funny one of the things, one of those gray areas that is it policy is a database.

360

01:23:51.060 --> 01:23:56.580

Kendra.Jahnke: But I'll try and find the person to contact and I'll send it to you. Katie, or who asked the question.

361

01:23:57.450 --> 01:24:10.080

famisflorida@gmail.com: So it was Rosa and I don't know her whole name is Ben. Oh, Ashley Rosa. And actually what industry you're from. If you're not familiar with up. She's from Lake

362

01:24:10.740 --> 01:24:11.670

famisflorida@gmail.com: Know if you

363

01:24:12.570 --> 01:24:18.090

aaron.nicely@paec.org: Know the answer in the chat. It's there's a validation against giving a diploma on non transfer

364

01:24:18.750 --> 01:24:19.710

Kendra.Jahnke: There you go.

365

01:24:20.880 --> 01:24:31.770

famisflorida@gmail.com: Thank you, Erin way to come in and so you guys were were about three minutes over. So I want to honor everybody's time by ending as close to

366

01:24:32.280 --> 01:24:43.740

famisflorida@gmail.com: The end as possible. So if we could just all send the chat over to Kendra, she can answer any follow up questions that you had. And then of course we will share that documentation.

367

01:24:44.190 --> 01:24:50.790

famisflorida@gmail.com: You had committed to, you will get that on our website and send out, um, Kendra. Is there anything you want to add before we sign off today.

368

01:24:51.570 --> 01:25:03.210

Kendra.Jahnke: No, please feel free to send questions and anything you have to Judy and Laura on there. The new fit in class size folks and they're gonna do a great job very excited. And I'm very excited to have them.

369

01:25:03.690 --> 01:25:07.950

famisflorida@gmail.com: Yes, Kendra and so do you have a really tough question for this group to give them a prize.

370

01:25:09.180 --> 01:25:13.950

Kendra.Jahnke: Yes, who is the new fit in class size manager.

371

01:25:14.940 --> 01:25:18.900

famisflorida@gmail.com: Oh, good question either coming in, like, really quick. I got I got

372

01:25:19.170 --> 01:25:22.170

famisflorida@gmail.com: The first one was the first one was Tina.

373

01:25:23.760 --> 01:25:29.430

famisflorida@gmail.com: Call. I don't know if I'm saying I don't know how to pronounce names. I'm so terrible.

374

01:25:29.670 --> 01:25:30.180

Kendra.Jahnke: Team.

375

01:25:30.510 --> 01:25:32.100

famisflorida@gmail.com: We've got her. Okay.

376

01:25:32.370 --> 01:25:34.470

Kendra.Jahnke: So Tina is going to get a super

377

01:25:34.470 --> 01:25:36.510

Kendra.Jahnke: Sweet bluetooth speaker.

378

01:25:37.320 --> 01:25:41.730

famisflorida@gmail.com: Right. Yes. Yes, it is a super sweet speaker Tina email your work.

379

01:25:42.750 --> 01:25:49.260

famisflorida@gmail.com: Thank you, Elena dress you were wanting that price to name mailing address and the session where and when you want it.

380

01:25:49.590 --> 01:26:03.570

famisflorida@gmail.com: On our next session. So that obsession. Start at 1240 so you do have a bit of a lunch break. And so we will see Kendra back at 150 per class size, but we'll see you guys back at 1240 for the next round of sessions. So have a great

381

01:26:03.750 --> 01:26:05.370

Kendra.Jahnke: Day. Thank you. Thank you.