



Career and Technical Education/Adult General Education, Disability Student Data Element

Informational Webinar

January 9, 2015



Have Questions or Comments During the Webinar?

- All phone lines will be muted for duration of call
- Please utilize the webinar chat window

During this presentation, we will discuss:

- An OVERVIEW of the data element change
- The REQUIRED DOCUMENTATION
- How to DETERMINE THE FUNDING LEVEL of a student
- OTHER SAMPLE FORMS and where to find them
- The REPORTING REQUIREMENTS for this element



Overview

Career and Technical Education (CTE)/Adult General Education (AGE), Disability Student Data Element

- Updated to include three additional values for the 2014-15 reporting year
- Changed in order to determine funding needs for districts providing services using workforce funding for students with disabilities
- Agencies are NOT required to report the new values and can choose to continue to use “I” and “N”

Career and Technical Education (CTE)/Adult General Education (AGE), Disability Student Data Element

- Application of matrix can only include services that are 100% supported by state Workforce Development funds
 - May not include services provided by external agencies like Vocational Rehabilitation
- Intended to capture activity that was already occurring
- Method for incorporating the new data into the funding model is still being determined

New Codes

Code	Definition/Example
A	Student is receiving instructional accommodations and/or related auxiliary aids/services due to a self-initiated and documented disability in order to access or respond to educational programs and opportunities. Level of instructional accommodations and/or related auxiliary aids/services received is applicable to a level A using the Workforce Funding Education (WFE) 504/ADAAA Funding Level classification system.
B	Student is receiving instructional accommodations and/or related auxiliary aids/services due to a self-initiated and documented disability in order to access or respond to educational programs and opportunities. Level of instructional accommodations and/or related auxiliary aids/services received is applicable to a level B using the Workforce Funding Education (WFE) 504/ADAAA Funding Level classification system.
C	Student is receiving instructional accommodations and/or related auxiliary aids/services due to a self-initiated and documented disability in order to access or respond to educational programs and opportunities. Level of instructional accommodations and/or related auxiliary aids/services received is applicable to a level C using the Workforce Funding Education (WFE) 504/ADAAA Funding Level classification system.



Required Documentation

Required Form 1- Workforce Education 504/ADAAA Plan

- Each student reported with a code of “A”, “B”, or “C” should have a completed form.
- Form is kept locally and is not required to be submitted to the state.
- Form can be found on the division’s website at:
http://www.fldoe.org/core/fileparse.php/7529/urlt/WFE504_ADAAAPlan.doc
- Instructions for completing the Matrix can be found at the following site:
<http://www.fldoe.org/core/fileparse.php/7529/urlt/MatrixInstructions.pdf>

Required Form 2- Workforce Education 504/ADAAA Funding Level Classification Matrix

- Each student reported with a code of “A”, “B”, or “C” should have a completed matrix.
- If a student requires different levels of services for different courses, multiple matrices may be required.
- Form is kept locally and is not required to be submitted to the state.
- Form can be found on the division’s website at:
http://www.fldoe.org/core/fileparse.php/7529/urlt/WFE504_ADAAAFundingLevelMatrix.doc



Determining Funding Level

Determining the Funding Level Using the Classification Matrix

- The following slides provide an overview for how to complete the matrix and determine the correct funding level with which to report students.

Page 1 – Identification Information

Information needed:

- a) Student Name (full name of student)
- b) Student ID
- c) WFE 504/ADAAA Overall Funding Level (calculated and filled in AFTER matrix has been completed with a value of 0, A, B or C)
- d) WFE 504/ADAAA Plan Date (date form is being completed and/or plan will take effect)
- e) WFE 504/ADAAA Funding Levels Form Completed by (full name of person completing the form)

Pages 1-5 – Accommodation Areas

For each of the 5 accommodation areas (flexible schedule, flexible response, flexible presentation, assistive technology and direct support services) do the following:

- 1) Place a check in the box(es) next to the auxiliary aids and/or services documented on the student's Workforce Education 504/ADAAA Plan that will be funded solely by Workforce Education.

Auxiliary Aids and/or Services	WFE 504/ADAAA Funding Level
<input type="checkbox"/> Requires no auxiliary aids and/or services beyond what is typically available to all students	<input type="checkbox"/> Level 0
<input checked="" type="checkbox"/> Testing broken into multiple sessions <input type="checkbox"/> Testing at an alternate time and/or location <input type="checkbox"/> Seat away from distractions <input type="checkbox"/> Additional time for testing/assignments 150% <input type="checkbox"/> Additional time for testing/assignments 200%	<input type="checkbox"/> Level 1
<input type="checkbox"/> Breaks within the testing session <input type="checkbox"/> Tests broken into multiple sessions <input checked="" type="checkbox"/> Small group testing <input type="checkbox"/> Lessons broken into smaller segments	<input type="checkbox"/> Level 2
<input type="checkbox"/> One to one testing at a specific time of day <input type="checkbox"/> One to one testing or testing in a private room <input type="checkbox"/> Sign language interpreter services	<input type="checkbox"/> Level 3
Flexible Schedule Funding Level ____	

Pages 1-5 – Accommodation Areas (continued)

- 2) Place a check in the shaded (blue) box corresponding to the *highest* WFE 504/ADAAA funding level that has an auxiliary aid and/or service selected.

Auxiliary Aids and/or Services	WFE 504/ADAAA Funding Level
<input type="checkbox"/> Requires no auxiliary aids and/or services beyond what is typically available to all students	<input type="checkbox"/> Level 0
<input checked="" type="checkbox"/> Testing broken into multiple sessions	<input type="checkbox"/> Level 1
<input type="checkbox"/> Testing at an alternate time and/or location	
<input type="checkbox"/> Seat away from distractions	
<input type="checkbox"/> Additional time for testing/assignments 150%	
<input type="checkbox"/> Additional time for testing/assignments 200%	
<input type="checkbox"/> Breaks within the testing session	<input checked="" type="checkbox"/> Level 2
<input type="checkbox"/> Tests broken into multiple sessions	
<input checked="" type="checkbox"/> Small group testing	
<input type="checkbox"/> Lessons broken into smaller segments	
<input type="checkbox"/> One to one testing at a specific time of day	<input type="checkbox"/> Level 3
<input type="checkbox"/> One to one testing or testing in a private room	
<input type="checkbox"/> Sign language interpreter services	
Flexible Schedule Funding Level ____	

Pages 1-5 – Accommodation Areas (continued)

- 3) Record the funding level selected (0, 1, 2 or 3) in the shaded box at the bottom of the chart.

Auxiliary Aids and/or Services	WFE 504/ADAAA Funding Level
<input type="checkbox"/> Requires no auxiliary aids and/or services beyond what is typically available to all students	<input type="checkbox"/> Level 0
<input checked="" type="checkbox"/> Testing broken into multiple sessions	<input type="checkbox"/> Level 1
<input type="checkbox"/> Testing at an alternate time and/or location	
<input type="checkbox"/> Seat away from distractions	
<input type="checkbox"/> Additional time for testing/assignments 150%	
<input type="checkbox"/> Additional time for testing/assignments 200%	
<input type="checkbox"/> Breaks within the testing session	<input checked="" type="checkbox"/> Level 2
<input type="checkbox"/> Tests broken into multiple sessions	
<input checked="" type="checkbox"/> Small group testing	
<input type="checkbox"/> Lessons broken into smaller segments	
<input type="checkbox"/> One to one testing at a specific time of day	<input type="checkbox"/> Level 3
<input type="checkbox"/> One to one testing or testing in a private room	
<input type="checkbox"/> Sign language interpreter services	
Flexible Schedule Funding Level <u>2</u>	

Page 6 – Funding Level Table

- 1) Transfer the Funding Level (0, 1, 2 or 3) for each of the 5 accommodation areas to its corresponding spot on the Funding Level table.
- 2) Add the 5 funding levels together and place the sum in the Sum Total of 5 Areas box.

Accommodation Area	Funding Level
Flexible Schedule	2
Flexible Response	1
Flexible Presentation	1
Assistive Technology	0
Direct Support Services	0
Sum Total of 5 Areas	4
Special Considerations Rating <i>Add 5 points for a DHH student requiring a Sign Language Interpreter</i>	0
Grand Total	4

} 1
← 2

Page 6 – Funding Level Table (continued)

3) Special Considerations Rating

- ❖ If the student is a Deaf/Hard-of-Hearing Student and requires a Sign Language Interpreter, place a 5 in the Special Considerations Rating Box.
- ❖ If the student does not qualify for this consideration, place a 0 in the Special Considerations Rating Box.

4) Add the Sum Total of 5 Areas and the Special Considerations Rating. Place the sum in the Grand Total box..

Accommodation Area	Funding Level	
Flexible Schedule	2	
Flexible Response	1	
Flexible Presentation	1	
Assistive Technology	0	
Direct Support Services	0	
Sum Total of 5 Areas	4	
Special Considerations Rating <i>Add 5 points for a DHH student requiring a Sign Language Interpreter</i>	0	← 3
Grand Total	4	← 4

Page 6 – Overall Funding Level Table

- 1) Determine what range the Grand Total falls in and mark the corresponding box.
- ❖ If the Grand Total is 0, the overall funding level is 0.
 - ❖ If the Grand Total is between 1 and 4, the overall funding level is A.
 - ❖ If the Grand Total is between 5 and 10, the overall funding level is B.
 - ❖ If the Grand Total is 11 or greater, the overall funding level is C.

0	=	Level 0	
1 – 4	=	Level A	X
5 – 10	=	Level B	
11 +	=	Level C	



Other Sample Forms

Other Sample Forms (not required)

- Form 1 – WFE 504 Funding Model Overview
 - http://www.fldoe.org/core/fileparse.php/7529/urlt/Form1_WFE504_FundingModelOverview.doc
- Form 2 – Intake Process
 - http://www.fldoe.org/core/fileparse.php/7529/urlt/Form2_IntakeProcess.doc
- Form 3 – Learner Rights and Responsibilities
 - http://www.fldoe.org/core/fileparse.php/7529/urlt/Form3_LearnerRightsResponsibilities.doc
- Form 4 – Student Information Form
 - http://www.fldoe.org/core/fileparse.php/7529/urlt/Form4_StudentInformationForm.doc

Other Sample Forms (not required)

- Form 5 – Student Medical Information Form
 - http://www.fldoe.org/core/fileparse.php/7529/urlt/Form5_StudentMedicalInformationForm.doc
- Form 6 – Authorization of Release and-or Request of Info
 - http://www.fldoe.org/core/fileparse.php/7529/urlt/Form6_AuthorizationofRelease.doc
- Form 7 – Rights Afforded by Section 504-ADAAA
 - http://www.fldoe.org/core/fileparse.php/7529/urlt/Form7_RightsAfforded.doc
- Form 8 – WFE 504 Funding Model Data Reporting Form
 - http://www.fldoe.org/core/fileparse.php/7529/urlt/Form8_FundingModel_DataReporting.doc



Reporting Requirements

Reporting Schedule

- Should be reported on the AGE student course format or CTE student course format in surveys F, G, W, X and S.
- For 2014-15, agencies who choose to identify students using the new codes can still correct and resubmit previously submitted surveys.
- Mid-Survey Reports are currently being developed
- Data Element location:
 - <http://www.fldoe.org/core/fileparse.php/7729/urlt/0100047-184450.pdf>



www.FLDOE.org

Rod Duckworth, Chancellor
Division of Career and Adult Education
(850) 245-9463
Rod.Duckworth@fldoe.org



Contact Information

Data reporting questions

- Bruce Harrington
- Bruce.Harrington@fldoe.org
- (850) 245-9520

Use of forms and all other questions

- Elizabeth Carpenter
- Elizabeth.Carpenter@fldoe.org
- (850) 245-0720