

Workforce Education 504/ADAAA Funding Level Classification Matrix - INSTRUCTIONS
Using the Workforce Education 504/ADAAA Funding Level Classification Matrix provided template:

1. (Page 1) Identification Information
 - a. Student Name (full name of student)
 - b. Florida Educational 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)
2. (Pages 1-5) For each of the 5 accommodation areas (flexible schedule, flexible response, flexible presentation, assistive technology and direct support services) do the following:

a. 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"/> 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 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"/> Level 3
<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	
Flexible Schedule Funding Level ____	

b. 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"/> Level 3
<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	
Flexible Schedule Funding Level ____	

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c. 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>	

3. (Page 6) Funding Level Table

- a. 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.
- b. Add the 5 funding levels together and place the sum in the Sum Total of 5 Areas box.
- c. Special Considerations Rating
 - i. 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.
 - ii. If the student does not qualify for this consideration, place a 0 in the Special Considerations Rating Box.
- d. 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
Grand Total	4

4. (Page 6) Overall Funding Level Table

- a. Determine what range the Grand Total falls in and mark the corresponding box.
 - i. If the Grand Total is 0, the overall funding level is 0.
 - ii. If the Grand Total is between 1 and 4, the overall funding level is A.
 - iii. If the Grand Total is between 5 and 10, the overall funding level is B.
 - iv. 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	