



**Florida Department of Education, Office of Early Learning
Matrix of Services for funding under the Florida School
Readiness Program¹**

TO BE COMPLETED BY ELC STAFF:

Total Ratings: _____ Level: _____

Cost Rate Approved: _____

Percent Rate Increase: _____

Approved By: _____ Date: _____

School Readiness Special Needs Rate Request Form and Matrix

Please print this form. Complete, sign and return via the Coalition Document Exchange/Finance folder

Date Completed: _____

SR Center/Provider Name: _____

Provider ID: _____

Address: _____

Phone Number: _____

Email: _____

Child's Name: _____

Date of Birth: _____ Age: _____

Diagnosis: _____

Part-Time: Full-Time:

Documentation of diagnosis and accommodations that exceed ADA requirements must be provided to the Early Learning Coalition to justify this rate. Quality checks performed by ELC staff may occur periodically to verify service delivery. Diagnosis must be validated by a licensed health, mental health, education or social service professional other than the child's parent or person employed by the child care provider.

Examples include but are not limited to Autism Spectrum Disorder, Deaf or Hard of Hearing, Developmental Delay, Dual Sensory Impairment, Emotional or Behavioral Disability, Established Conditions, Developmentally advanced, Intellectual Disability, Language Impairment, Occupational Therapy, Orthopedic Impairment, Physical Therapy, Specific Learning Disability, Speech Impairment, Traumatic Brain Injury, Visual Impairment

IEP Included:

ESD Included:

Briefly explain accommodations being provided that align with the completed matrix on the following pages (must exceed what ADA requires by law):



Instructions

1. Check services or supports to be provided by SR provider to child in Domain A through E.
2. Choose the level (1-5) that best fits the accommodations needed and record level at bottom of each domain.
3. Check applicable special consideration, if any.

NOTE: Each indicator is assuming that services supplied are above and beyond ADA requirements. Each indicator would be fundamentally altering the learning environment or services typically provided to children.

Domain A – Curriculum and Learning Environment	
Level 1	<input type="checkbox"/> Requires no services or assistance beyond that which is normally available to all students
Level 2 Requires minimal accommodations or supports to the curriculum or the learning environment	<input type="checkbox"/> Electronic tools to use independently <input type="checkbox"/> Materials to assist with accessibility <input type="checkbox"/> Accommodations on assessment or accessible assessment materials <input type="checkbox"/> Consultation on a monthly basis with teachers, family, agencies, or other providers
Level 3 Requires a differentiated curriculum or extensive use of accommodations	<input type="checkbox"/> Electronic Tools and assistive technology used with assistance <input type="checkbox"/> Alternative materials, assessments, assignments, or equipment <input type="checkbox"/> Special assistance needed in learning environments, which requires weekly consultation <input type="checkbox"/> Direct, specialized instruction for some learning activities, which requires additional* staff time <input type="checkbox"/> Weekly collaboration with family, agencies, or other providers
Level 4 Requires specialized instruction, modified curriculum extensive modification to the learning environment or assistive technology used with supervision	<input type="checkbox"/> Extensive creation of special materials <input type="checkbox"/> Direct, specialized instruction or curriculum for the majority of learning activities which requires additional staff time <input type="checkbox"/> Assistance for the majority of learning activities, which requires additional staff time <input type="checkbox"/> Assistive technology used with supervision for the majority of learning activities
Level 5 Requires modified curriculum and substantial modifications to the learning environment	<input type="checkbox"/> Specialized instruction for literacy, which requires additional staff time such as braille or sign language <input type="checkbox"/> Intensive curriculum or instructional approach for the majority of learning activities, which requires and additional staff member <input type="checkbox"/> Ongoing, continuous assistance for participation in learning activities, which requires an additional staff member

***Requiring additional staff time is defined as any additional time needed outside of the normal educational services to meet the child’s services and supports.**

¹ Adapted from the Florida Department of Education Matrix of Services for funding under the Florida Education Finance Program. Available from <http://www.fldoe.org/core/fileparse.php/7690/urlt/2017MatrixServices.pdf>. Revised by ELC of Northwest Florida



Domain B – Social or Emotional Behavior	
Level 1	<input type="checkbox"/> Requires no services or assistance beyond that which is normally available to all students
Level 2 Requires periodic assistance or behavior supports	<input type="checkbox"/> Consultation on a monthly basis with teachers, family, agencies, or other providers <input type="checkbox"/> Specialized instruction or activities in self-advocacy and understanding of exceptionality <input type="checkbox"/> Behavior management system implemented specifically addressing the child’s needs <input type="checkbox"/> Monthly counseling or guidance <input type="checkbox"/> Monthly assessment of behavior or social skills
Level 3 Requires weekly personal assistance or behavioral intervention	<input type="checkbox"/> Small-group instruction in social skills, self-regulatory behavior, self-advocacy, conflict resolution, dealing with authority, and socialization, which requires additional staff time. <input type="checkbox"/> Weekly family counseling, assessment, or interventions <input type="checkbox"/> Referral and follow-up for transitions to and from community-based programs, which requires additional staff time <input type="checkbox"/> Weekly assessment of behavior as part of behavioral intervention plan <input type="checkbox"/> Weekly collaboration with teachers, family, agencies, or other providers, which requires additional staff time
Level 4 Requires daily personal assistance	<input type="checkbox"/> Highly structured, individualized behavioral intervention plan infused throughout the educational day <input type="checkbox"/> Daily coaching for support behavioral intervention plan <input type="checkbox"/> Daily reports to family, agencies, or other providers specifically on growth and progress
Level 5 Requires continuous personal assistance, monitoring and intervention	<input type="checkbox"/> Intensive, individualized behavior management plan that requires very small-group or one-on-one ratios and intervention ongoing, daily.

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Domain C – Independent Functioning	
Level 1	<input type="checkbox"/> Requires no services or assistance beyond that which is normally available to all students
Level 2 Requires periodic personal assistance, monitoring, or minor intervention	<input type="checkbox"/> Monthly personal assistance with materials or equipment, which requires additional staff time <input type="checkbox"/> Consultation on a monthly basis with teachers, family, therapists, service coordinator or other providers <input type="checkbox"/> Organizational strategies or supports for independent functioning, which requires additional staff time or additional funding <input type="checkbox"/> Special equipment, furniture, strategies or supports for motor control in the classroom
Level 3 Requires weekly personal assistance, monitoring, or intervention	<input type="checkbox"/> Specially-designed organizational strategies or supports for independent functioning, which requires weekly planning <input type="checkbox"/> Weekly coaching in self-monitoring of independent living skills <input type="checkbox"/> Weekly coaching or assistance with independent living skills, materials, or equipment <input type="checkbox"/> Weekly collaboration with teachers, family, agencies, or other providers, which requires additional staff time
Level 4 Requires daily personal assistance, monitoring, or intervention	<input type="checkbox"/> Supervision to ensure physical safety during the majority of activities, which requires additional staff time <input type="checkbox"/> Individual assistance or supervision in activities of daily living, self-care and self-management for part of the day, which requires additional staff time <input type="checkbox"/> Special equipment or assistive technology for personal care with frequent assistance <input type="checkbox"/>
Level 5 Requires continuous personal assistance, monitoring, or intervention	<input type="checkbox"/> Continuous supervision to ensure physical safety, which requires additional staff time <input type="checkbox"/> Individual assistance or supervision in activities of daily living, self-care, and self-management for the majority of the day <input type="checkbox"/> Implementation of strategies guided by the occupational, physical, speech or other therapies, which require additional staff time and go beyond ADA compliance

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Domain D – Health Care	
Level 1	<input type="checkbox"/> Requires no services or assistance beyond that which is normally available to all students
Level 2 Requires periodic personal assistance, monitoring, or minor intervention	<input type="checkbox"/> Monthly personal health care assistance <input type="checkbox"/> Consultation on a monthly basis with student, teachers, family, agencies, or other providers <input type="checkbox"/> Monthly monitoring of health status, procedures or medication <input type="checkbox"/> Weekly specialized administration of medication, which requires additional staff time <input type="checkbox"/> Monthly assistance with agency referrals or coordination, which requires additional staff time
Level 3 Requires weekly personal assistance, monitoring, or intervention	<input type="checkbox"/> Weekly monitoring or assessment of health status, procedures, or medication <input type="checkbox"/> Weekly counseling with student or family for related health care needs <input type="checkbox"/> Weekly communication with family, physician, agencies, or other health-related personnel, which requires additional staff time <input type="checkbox"/> Daily specialized administration of medication, which requires additional staff time <input type="checkbox"/> Weekly collaboration with family, physicians, agencies, or other providers, which requires additional staff time
Level 4 Requires daily personal assistance, monitoring, or intervention	<input type="checkbox"/> Daily assistance with or monitoring and assessment of health status, procedures or medication <input type="checkbox"/> Daily assistance with or monitoring of equipment related to health care needs <input type="checkbox"/> Specialized administration of medication multiple times a day, which requires additional staff time <input type="checkbox"/> Daily communication with family, physician, agencies, or other health-related personnel, which requires additional staff time
Level 5 Requires continuous personal assistance, monitoring, or intervention	<input type="checkbox"/> Continuous monitoring and assistance related to health care needs

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Domain E – Communication	
Level 1	<input type="checkbox"/> Requires no services or assistance beyond that which is normally available to all students
Level 2 Requires periodic assistance or minor intervention	<input type="checkbox"/> Monthly assistance with communication, which requires additional staff time <input type="checkbox"/> Occasional assistance with personal amplification or communication system which requires additional staff time <input type="checkbox"/> Consultation on a monthly basis with teachers, family, agencies or other providers, which requires additional staff time
Level 3 Requires weekly intervention or assistance, which may include alternative and augmentative communication systems	<input type="checkbox"/> Weekly intervention or assistance with language or communication <input type="checkbox"/> Weekly classroom implementation of strategies from speech or language therapy or instruction <input type="checkbox"/> Weekly assistance with personal amplification or communication system, which requires additional staff time <input type="checkbox"/> Weekly supervision of alternative or augmentative communication systems, which requires additional staff time <input type="checkbox"/> Weekly collaboration with teachers, family, agencies or other providers, which requires additional staff time
Level 4 Requires daily intervention or assistance, which may include alternative and augmentative communication systems	<input type="checkbox"/> Daily assistance or instruction with communication equipment, which requires additional staff time <input type="checkbox"/> Daily integrated intervention and assistance related to communication needs, which requires additional staff time <input type="checkbox"/> Instruction in sign language for use as the primary method of communication <input type="checkbox"/> Interpreting services for part of the educational day
Level 5 Requires multiple interventions and assistance, which may include alternative and augmentative communication systems	<input type="checkbox"/> Continuous assistance or instruction with communication equipment <input type="checkbox"/> Interpreting services for the majority or all of the school day <input type="checkbox"/> Multiple, continuous interventions to replace ineffective communication and establish appropriate communication

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