

A photograph of a teacher and students reading books in a classroom. The teacher, a woman with dark hair tied back, is smiling and looking at a book. Several young students are also looking at their books. The background is a brick wall.

Florida's ESE Funding Model: Matrix of Service

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FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Florida Department of Education Mission and Vision

- The mission of Florida's Early Learning-20 education system shall be to increase the proficiency of **all students** within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities.
- Florida will have an efficient world-class education system that engages and prepares **all students** to be globally competitive for college and careers.

From: Section [1008.31, F.S.](#), and [FDOE's Strategic Plan](#) (2021)

Matrix of Services - Levels of Supports

Level 1 (251)	Level 2 (252)	Level 3 (253)	Level 4 (254)	Level 5 (255)
<p>The student requires no services or assistance beyond those that are typically available to all students.</p>	<p>The student is receiving assistance on a periodic basis or receives minor supports, assistance, or services.</p>	<p>The student is receiving accommodations to the learning environment that are more complex or is receiving services on a more frequent schedule.</p>	<p>For the majority of learning activities, the student is receiving specialized approaches, assistance, or equipment, or is receiving more extensive modifications to the learning environment.</p>	<p>The student is receiving continuous and intense (one-on-one or very small group) assistance, multiple services, or substantial modifications for the majority of learning activities.</p>

Individual Educational Plan (IEP) Matrix of Services - Section 1011.62, Florida Statutes (F.S.)

- In Florida, the Matrix of Services is the document used to determine the cost factor for selected exceptional education students based on the decisions made by the IEP team.
- Must be completed during the development of the initial IEP and at least every three years by trained personnel in order for funds to be generated for the district.
- Must be based on the special services to be provided to the student as documented in the IEP.

More on Florida's Matrix of Service

A Matrix of Services must be completed for:

- All ESE students (including infants and toddlers with disabilities for which the school district elects to serve) at Support Levels 4 and 5 (254/255)
- Students utilizing school choice scholarships specific to students with disabilities (e.g., Florida Empowerment Scholarships for Students with Unique Abilities).

Florida's Matrix of Services - Domains

- In the matrix, five domains are used to group the types of services and five levels are used to describe the nature and intensity of services within each domain.
 - Domain A: Curriculum and Learning Environment
 - Domain B: Social or Emotional
 - Domain C: Independent Functioning
 - Domain D: Health Care
 - Domain E: Communication
 - Special Considerations (Hospital/Homebound, Braille users, etc.)

Matrix of Services

For funding under the Florida Education Finance Program

Total of Ratings:	_____
Cost Factor:	_____

Student Information		Areas of Eligibility	Data Entry Code
District: _____		(Put a "P" next to the primary exceptionality. Check all others that apply.)	
Date Completed: _____		<input type="checkbox"/> Autism Spectrum Disorder	P
Student Name: _____		<input type="checkbox"/> Deaf-or-Hard-of-Hearing	H
Student ID: _____		<input type="checkbox"/> Developmental-Delay (Age: 0-5)	T
Date of Birth: _____ Grade: _____		<input type="checkbox"/> Dual Sensory Impairment	O
School: _____		<input type="checkbox"/> Emotional or Behavioral Disability	J
Names of Persons Completing Matrix:		<input type="checkbox"/> Established Conditions (Age: 0-2)	U
_____	_____	<input type="checkbox"/> Gifted	L
_____	_____	<input type="checkbox"/> Hospitalized or Homebound	M
_____	_____	<input type="checkbox"/> Intellectual Disability	W
_____	_____	<input type="checkbox"/> Language Impairment	G
_____	_____	<input type="checkbox"/> Orthopedic Impairment	C
_____	_____	<input type="checkbox"/> Other Health Impairment	V
_____	_____	<input type="checkbox"/> Specific Learning Disability	K
		<input type="checkbox"/> Speech Impairment	F
		<input type="checkbox"/> Traumatic Brain Injury	S
		<input type="checkbox"/> Visual Impairment	I
		Areas of Related Service	
		<input type="checkbox"/> Language Therapy	X
		<input type="checkbox"/> Occupational Therapy	D
		<input type="checkbox"/> Physical Therapy	E
		<input type="checkbox"/> Speech Therapy	Y

Instructions

1. Check services or supports to be provided by school district to student in Domains A through E.
2. Mark appropriate level (1 through 5) for each domain and record level at bottom of each domain.
3. Check applicable special considerations, if any, and record total special considerations rating.
4. Total the five domain ratings, sum the total of domain ratings and special considerations rating, and record total in box at top of this page.
5. Determine cost factor using cost factor scale on the final page and record it in box at top of this page.

(Note: For more information, see the **Matrix of Services Handbook**.)

Matrix Reviews after Interim IEP Meetings

Record interim reviews below if (1) there is no change in services and (2) the matrix is less than three years old.

Review Date _____ Reviewer's Initials _____

Review Date _____ Reviewer's Initials _____

Review Date _____ Reviewer's Initials _____

ESE 9291

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

Domain E Rating: _____

Student Name: _____

Special Considerations:

- _____ Add 13 points for students eligible for the hospitalized or homebound program who are receiving instruction at home, hospital or other specified settings.
- _____ Add 13 points for prekindergarten students with a disability who are being served in the home or hospital on a one-to-one basis.
- _____ Add 4 points for students who are deaf and enrolled in an auditory-oral education program beginning with the 2017-18 school year.
- _____ Add 3 points for prekindergarten students earning less than .5 FTE during an FTE survey period.
- _____ Add 3 points for students identified as having a visual impairment or a dual sensory impairment.
- _____ Add 1 point for students who have a score of exactly 17 total domain rating points and who are rated Level 5 in three of the five domains.
- _____ Add 1 point for students who have a score of exactly 21 total domain rating points and who are rated Level 5 in four of the five domains.

Special Considerations Rating: _____

		Cost Factor Scale	
Total of Domain Ratings:	_____	Total of Ratings	Cost Factor
Special Considerations Rating:	_____	6 - 9	= 251
Total of Ratings:	_____	10 - 13	= 252
		14 - 17	= 253
		18 - 21	= 254
		22+	= 255

Special Considerations on the Matrix

Examples include:

- Students eligible for a hospital/homebound program (Ages 13+).
- Students who are deaf and enrolled in an auditory-oral education program (Ages 4+).
- Students who have a visual impairment or are dual-sensory impaired (Ages 3+).

ESE Monitoring Specific and the Matrix

- The Bureau of Exceptional Education and Student Services, as part of the requirements in federal law, periodically includes IEP Matrix reviews as part of its differentiated monitoring system.
- When being monitored, schools will be asked to provide evidence that services checked on the matrix are being provided.
 - Evidence may include logs, student and staff schedules, lesson plans, instructional materials, behavior intervention plans, case notes, interviews, and other documentation.

Funding for ESE Students

Florida Education Finance Program (FEFP)

- The FEFP is the primary mechanism for funding the operating costs of Florida's public school districts.
- The formula allocates funding to each school district primarily based on each district's full-time equivalent (FTE) students.
- Students are reported for FTE in varying educational programs based on grade level and the educational services provided.

Florida Education Finance Program (FEFP)

- The FEFP provides additional funding for students with disabilities through two methods:
 - Weighting the FTE students based on educational program and allocating certain funds based on that weighted FTE.
 - Targeted allocations, such as the ESE Guaranteed Allocation, the Student Transportation Allocation, and the Class Size Reduction Allocation.

Weighted FTE

Basic Programs	Grade Levels	Cost Factor
101	K-3	1.126
102	4-8	1.000
103	9-12	1.010
ESE Programs	Grade Levels	Cost Factor
111 (Level I, II or III)	K-3	1.126
112 (Level I, II or III)	4-8	1.000
113 (Level I, II or III)	9-12	1.010
254 (Level IV)	K-12	3.648
255 (Level V)	K-12	5.340
ESOL (ELL)	Grade Levels	Cost Factor
130	K-12	1.199
Career Education	Grade Levels	Cost Factor
300	9-12	1.010

Basic ESE Students

- Students with ESE matrix levels I, II, and III are reported in FEFP programs 111, 112, and 113 based on their grade level.
- Note that on the last slide, the basic ESE student programs (111/112/113) have the same program cost factors as their basic (101/102/103) counterparts.
- Rather than receiving a higher cost factor, basic ESE students receive additional funding through the ESE Guaranteed Allocation.

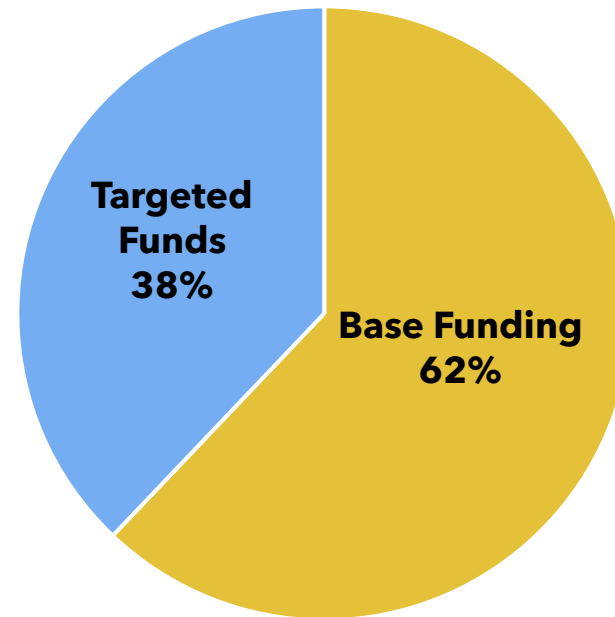
Base Funding

- Most components of the FEFP are targeted allocations and provide specific amounts for school safety, student transportation, etc.
- Base funding provides discretionary dollars for school districts to use for any operational purpose, such as staff salaries.

Base Funding

- Base funding makes up more than 60 percent of total FEFP funds.

**Total 2021-22 FEFP Funding
\$22,599,052,942**



ESE Guaranteed Allocation

- The ESE Guaranteed Allocation is a component of the FEFP that provides additional funding for matrix level I, II, and III students in lieu of a higher program cost factor.
- Provides funding for additional services needed for basic ESE students with low to moderate special service needs.

ESE Guaranteed Allocation

- The ESE Guaranteed Allocation was established in 2000 in conjunction with the elimination of the mandatory requirement for the determination of a matrix of services for levels I through III ESE students.
- Since then, the allocation amount has been adjusted each year by the legislature to account for projected student workload.

Student Transportation

- The Student Transportation Allocation within the FEFP provides additional funding for certain riders with disabilities.
- In order to receive this funding, the student's IEP must require specialized transportation services and the student must ride a regular school bus.
- In the current year, these students generate, on average, an additional \$1,472 over the \$497 traditional riders generate, for a total of \$1,969.

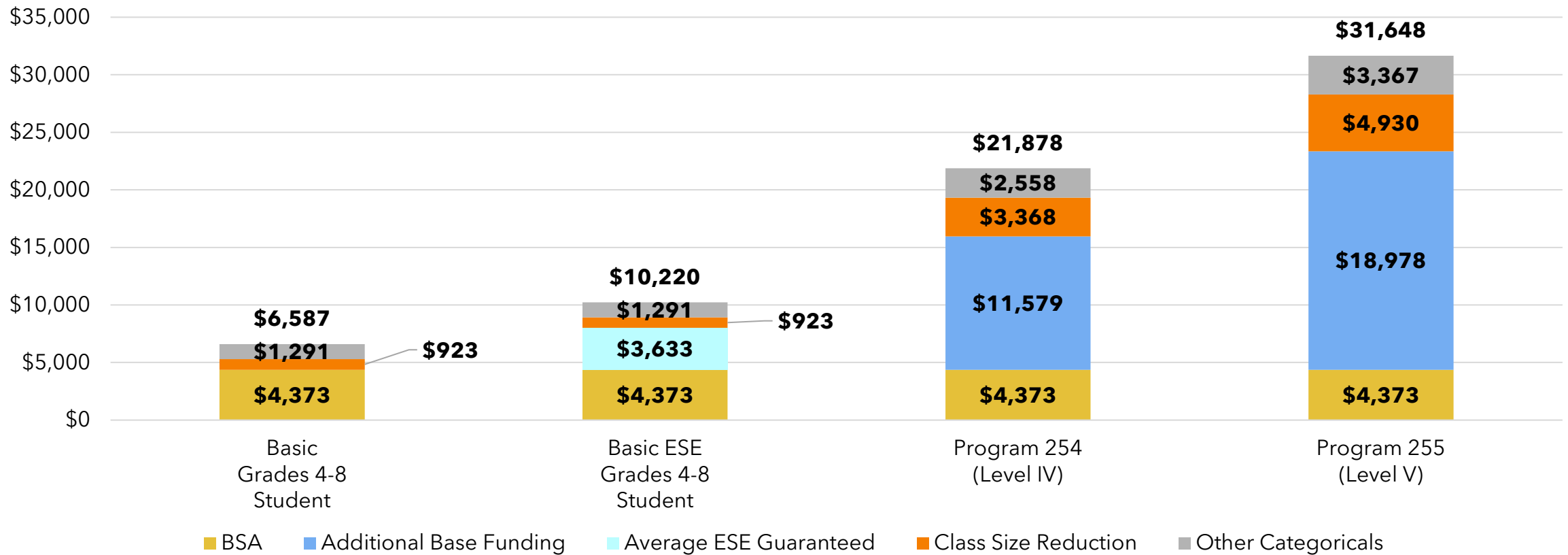
Class Size Reduction

- School districts receive funds through this allocation to assist in their compliance with the constitutional class size maximums.
- Allocated on weighted FTE, so level IV and V ESE students generate more funding for school districts than basic students.

Class Size Reduction

- Funded using per-student amounts that are adjusted by weighted FTE.
- 2021-22 allocation factors:
 - PK-3: \$984.42
 - 4-8: \$939.92
 - 9-12: \$942.19

Additional Funding for ESE Students



Questions?

