

**INSTRUCTIONS FOR
2025-26 REPORT OF ACTUAL SERVICES AND EXPENDITURES
FOR STUDENTS WITH DISABILITIES
FOR THE PERIOD JULY 1, 2025 – JUNE 30, 2026**

GENERAL INFORMATION:

The Report of Actual Services and Expenditures for Students with Disabilities is used to evaluate amounts expended for students with disabilities. This report provides a categorization of expenditures by job functions, learning device or aid, and miscellaneous expenditures.

Since elements of this report are used in the Florida college funding model, we encourage the preparation of this document as a **collaborative effort** between the Business Officer and Disability Coordinator. We are requesting that you report expenditures from all funds related to students with disabilities. The report has separate reporting columns, which include columns for Fund 1 (Current Funds – Unrestricted), Fund 2 (Current Funds – Restricted), Fund 7 (Unexpended Plant and Renewals/Replacement Funds) and All Other Funds expenditures. An Explanation tab is provided to explain the amounts reported in the “Actual All Other Funds” column. Also, note that you are required to reconcile Fund 1 Expenditures with the amount reported on the Annual Cost Analysis Report (CA-2), under the Information Classification Structure (ICS) “5.8100 Svcs. Students with Disabilities”. **Please complete the check at the bottom of the report in Rows 46 to 48 to ensure that Fund 1 Expenditures reconcile with the amount reported on the Annual Cost Analysis Report.**

The completed report should be submitted electronically to the Florida College Budget Office, at collegereporting@fldoe.org, **no later than Friday, October 16, 2026**. Please note, a hard copy is **not** required to be submitted to the Florida College Budget Office.

If you have any issues concerning the use of the template, please contact Eve Nieto at Eve.Nieto@fldoe.org.

DEFINITIONS OF AUXILIARY LEARNING AIDS JOB FUNCTIONS:

The definitions below were developed to increase clarity, enhance consistency in reporting, and ultimately, to render expenditure information more meaningful. These definitions were based on the professional standards established in 1996 by the National Association on Higher Education and Disability. The following categories and definitions should be used in identifying expenditure categories:

- A. **ADA Coordinators/Coordinators of Services for Students with Disabilities (Disability Service Coordinator):** Maintain, often as part of a full-time or part-time position, the administrative responsibility for developing, budgeting, monitoring, and evaluating Auxiliary Learning Aids (ALA) funded services. Duties include, but may not be limited to the development of program policies, procedures, and services for students with disabilities; maintenance of current knowledge base of emerging issues and legal precedents affecting programs and services for students; communication and interface with institutional administrators and community support systems; conduct of evaluations of program and staff; identification and establishment of program goals; development and administration of program budgets.

Note: **The administrative functions of the ADA Coordinators and Coordinators of Services for Students with Disabilities are not eligible expenditures for ALA purposes. Only selected functions performed by the coordinator that can be identified below are eligible ALA expenditures.** Where appropriate, each college must determine **the auditable portion of each coordinator's salary which is attributable as** an eligible expenditure. See functions described below.

- B. **Counselor/Academic Advisor/Intake Services Specialist:** Maintain the responsibility of working with students with disabilities to coordinate and deliver individual services eligible for ALA funds. Duties include but are not limited to transitional services (recruitment, intake, individual and group counseling/advisement) related to disability issues; determination of eligibility for services by procuring and interpreting appropriate documentation; consultation with students regarding individualized accommodations, legal rights and responsibilities; arrangement for specific accommodations such as sign language interpreting, note taking, reading, technological access; maintenance of confidential records', consultation with members of the college and external community regarding student services available; and assistance to students in establishing educational plans and making realistic career decisions (utilizing college career center resources).
- C. **Learning Disability Resource Specialists/Psychologists:** Hold an advanced degree in the learning disability field/school psychology; ensure that acceptable, appropriate documentation is on file at the institution providing services; advise faculty, counseling staff and ADA coordinators about learning disability-related issues, statutes, legal precedents, and current sources of information. Duties include, but are not limited to provision of documentation reviews and interpretation for academic advisors, counselors and others; administration of psycho educational assessments to update documentation or to clarify and expand incomplete documentation in order to determine appropriate accommodations for students with learning disabilities; collaboration on the implementation of institutional policies related to documentation and service delivery for students with learning disabilities; presentation of training seminars on effective LD strategies.
- D. **Educational Aides/Technical Assistants:** Assist students by removing barriers to equal educational access with the implementation of direct accommodations and services.

This category of service providers includes, but is not limited to, the following personnel:

Adaptive Technician/Specialist: Provides instructional support for students with disabilities in the set-up, effective use and maintenance of adaptive equipment; assists students with print access (either through the use of reader/scanners, computer access with speech, print magnification, Braille and/or tactile materials); accurate maintenance of inventory of all adaptive equipment items purchases by the Office of Services for Students with Disabilities; and a continuum of services to support individuals with varying disabilities, to include assistance in laboratory settings or working collaboratively with instructors to provide access computers in classrooms, learning centers, library or other campus locations. This category may include specific DSS Technical Lab Assistants or other technician designations.

Copying Services Aides: Provide photocopies of lecture notes or additional practice materials for students.

Interpreters: Provide qualified sign language interpretation for classroom lectures, field trips, tutorial sessions, instructor conferences, and special events offered by the college or Computer-Assisted Real-time Technology (CART)/captioning services.

Amanuensis/Scribes: Attend classes and provide students with disabilities detailed copies of lecture notes.

Readers: Read tests or texts related to instruction for qualified students with visual impairments or severe learning disabilities.

Test Writers: Record written work for qualified students with disabilities (i.e., taking exams, writing essays, etc.)

Tutors: Provide supplemental instruction of course material.

Typists: Transcribe dictated materials such as writing assignments for students with physical impairments.

Visual Technicians: Create visual representation such as 3-D maps, charts, and graphs for students with visual impairments.

- E. **Products and Devices:** Assist students in achieving educational goals by removing barriers to equal educational access through the use of products and devices which provide direct accommodations and services. This category includes, but is not limited to:

Adaptive Equipment and Devices: Appliances, materials, and supplies that are used to assist people with disabilities to write, read, move, speak, hear, and otherwise conduct standard activities in the educational environment.

Alternative Textbooks: Traditional textbooks in alternative formats such as digital, tape, or web based.

Computers: An electronic device for the storage and processing of information.

Adaptive Furniture: Furniture designed to accommodate the needs of individuals with disabilities.

Technology Maintenance and Supplies: The required updating and supplies are inherent in ensuring that equipment keeps pace with changes in technology.

Software: Computer programs used to assist with the analysis, storage, or retrieval of information necessary for coursework.

- F. **Other:** Includes services not described above. Prior to listing expenditures under this category, careful examination of the above services is strongly encouraged.