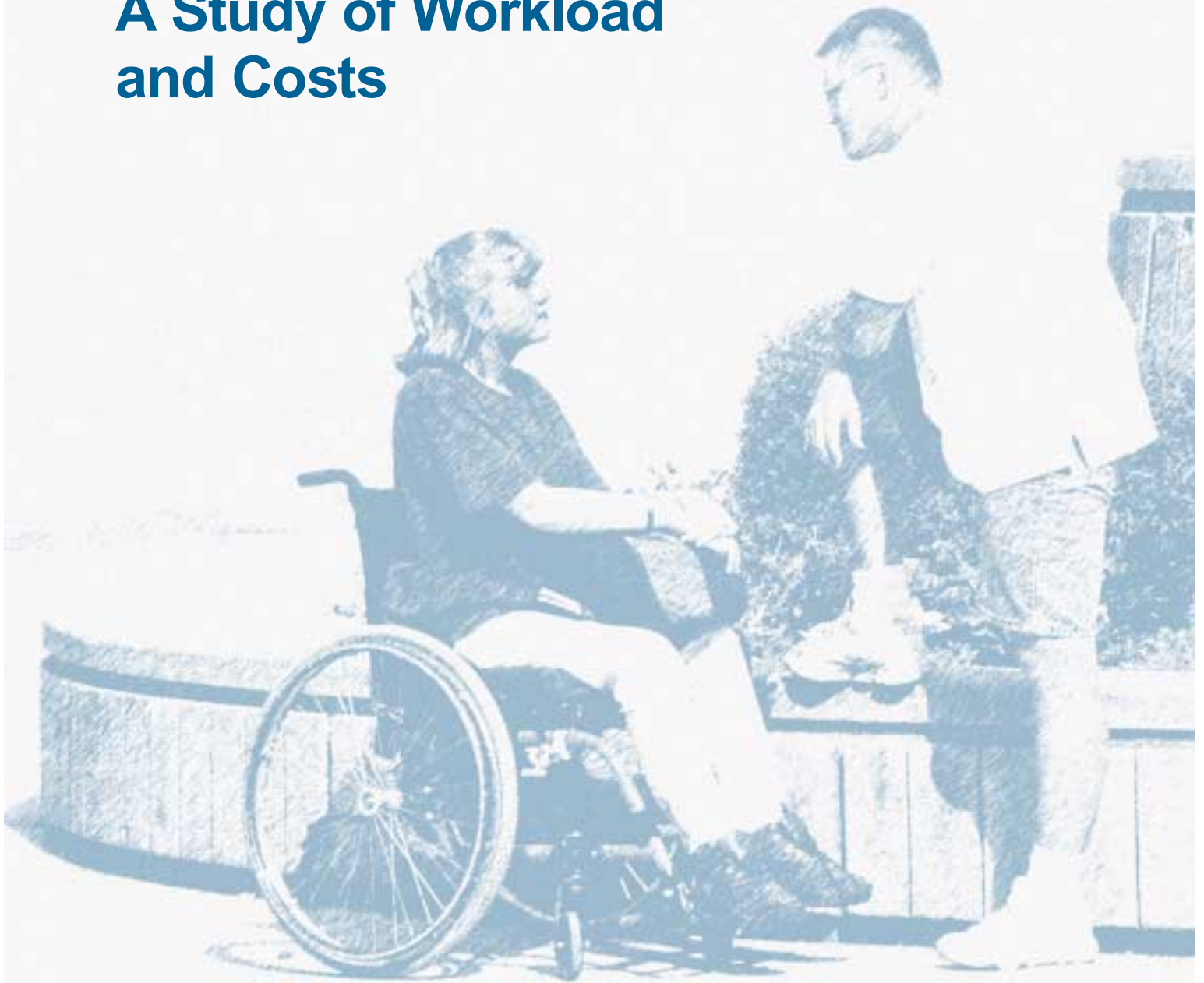


SERVICES TO STUDENTS WITH DISABILITIES

A Study of Workload and Costs



A Report Prepared for the Chancellor's Office, California Community Colleges

Services to Students With Disabilities: A Study of Workload and Costs

**Report Prepared for the
Allocations Task Force and
the Chancellor's Office
California Community Colleges**

July 31, 2000

**Susan P. Choy
Laura J. Horn
Stacie Chun
Farhad Nouri**

**MPR Associates, Inc.
2150 Shattuck Ave., Suite 800
Berkeley, CA 94704
(510) 849-4942
www.mprinc.com**

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Background

The Chancellor's Office of the California Community Colleges distributes funds for Disabled Student Programs and Services (DSP&S) to the colleges using a formula that includes, as one of its components, a weighted count of the number of students served. Currently, each of nine disabilities has a unique weight (vision, hearing, speech/language impairment, learning disability, developmentally delayed learner, acquired brain injury, mobility, psychiatric, and other).

In 1991, the weights were revised based on the recommendations of an Allocations Task Force composed of Chancellor's Office staff and representatives from 11 DSP&S programs around the state. To develop these weights, task force members identified the specific services (other than instruction) provided to students in each disability group and then estimated how much of each service a typical student (that is, one enrolled for 9 units with an average need for services) would receive in an adequately funded program. Combining this information with data on average hourly salaries and benefits for selected types of staff, analysts computed the total and relative costs of providing services to students in each disability group. MPR Associates provided technical assistance in calculating the weights and examining the impact of changing the weights on college by college allocations.¹

In 1994, the Chancellor's Office convened a Workload Task Force to "study the feasibility and desirability of revising the disability group weights used to calculate the weighted student counts in the funding formula serving students with disabilities."² The impetus for forming this task force came from the establishment of two new disability groups in 1993—"psychological" and "other"—and the desire to have a more empirical basis for the weights. The task force recommended that the Chancellor's Office, through an RFP process, select 10 colleges representing the various economic and demographic areas of the state to participate in a data collection effort that would encompass the following: the disability and enrollment characteristics of students, services provided, amount of time of the services, and service providers. This information would be used to recalculate the weights in the allocation formula.

¹S. Choy, *Allocating Funds for Disabled Student Programs and Services: Disability Group Weights and Other Funding Issues*, prepared for the Chancellor's Office California Community Colleges and the Allocations Task Force, June 1991.

²Work Loads Task Force, *Summary of Activities and Recommendations*, Chancellor's Office California Community Colleges, June 1995.

In the spring of 1998, the Chancellor's Office contracted with MPR Associates to support the efforts of the Workload Task Force by developing a system to track the delivery of services for disabled students, training community college staff to use the system, monitoring the data collection, and analyzing the data. Appendix A lists the Workload Task Force members who participated in this phase of the effort to revise the weights.

The overall approach was to calculate the relative cost of providing services to students with various disabilities using data collected on all services delivered during the spring, summer, and fall terms in the 1999 calendar year. During the study period, DSP&S staff members completed a form each time they met with a student or spent time on a task related to a specific student. Examples of such tasks include arranging for services, coordinating with faculty, or reviewing assessment results. Auxiliary aides who provided instructional support services, such as notetakers and interpreters, also recorded the amount of time they spent assisting specific students. By combining this information with provider salary data, student enrollment information, and student disability type, we were able to calculate the relative costs of serving students with different disabilities. This report describes the data collection process and summarizes the findings of the analysis.

It is important to keep in mind that the costs reported do not represent the full cost of DSP&S services. DSP&S staff spend significant amounts of time on administrative tasks and on activities that serve disabled students generally rather than serve specific students, and they did not record these amounts of time for this study. A comprehensive cost study would have to account for this time, but recording the time and costs of all activities and allocating them among the disability groups would have been extremely difficult to do accurately and would have created an unacceptable data collection burden. Consequently, our study is not comprehensive in this sense. Rather, it focuses on establishing the relative costs of serving students with one type of disability compared with another. The omission of administrative and nondisability-specific costs explicitly assumes that these costs are not student specific and are relatively evenly allocated across all students served.

Data Collection

The data collection consisted of three major steps: 1) selecting colleges to participate; 2) developing the data collection system; and 3) collecting the data. The last step included training participants to use the forms and software; pilot-testing and revising the data collection system; and recording services provided to DSP&S students during the spring, summer, and fall of 1999. This section describes each of these steps, identifies ways in which the data collection process might have affected the results of the analysis, and discusses steps taken to compensate for potential problems or biases.

1) Selecting Colleges to Participate

During the summer of 1998, the Chancellor's Office solicited proposals from the community colleges at large, offering a cash incentive of \$5,000 to participate. The response was very limited despite the cash incentive and an extension of the application deadline. Consequently, all colleges that wanted to participate were accepted. Data were collected in five districts. Two districts had multiple sites: San Diego (City College, Mesa College, Miramar College, and the District Office) and Riverside (Riverside City, Moreno Valley, and Norco campuses). Two districts were one-college districts: Pasadena and Glendale. Laney College was one of four colleges in the Peralta District, but the only one in the district to participate.

A concern about the statewide representativeness of this sample is legitimate because only five districts participated, and all but one was in southern California. The geographic concentration of the data collection sites could have biased the results if the data collection sites differed systematically from other colleges in the state in terms of the characteristics of the students, providers, or services. Each of these possible sources of bias is considered in turn.

Students. The proportion of students with each type of disability varied from location to location. However, this by itself should not affect the reliability of the analysis because all students with a particular disability were aggregated *across* sites for the analysis. The key consideration is that there be a sufficient number of students in each disability category so that comparisons among the categories are reliable. Table 1 and Figure 1 show the number of students in the data collection sample in each disability group. With the exception of speech (with only 57 students), there were 195 or more students in each of the nine major disability categories.

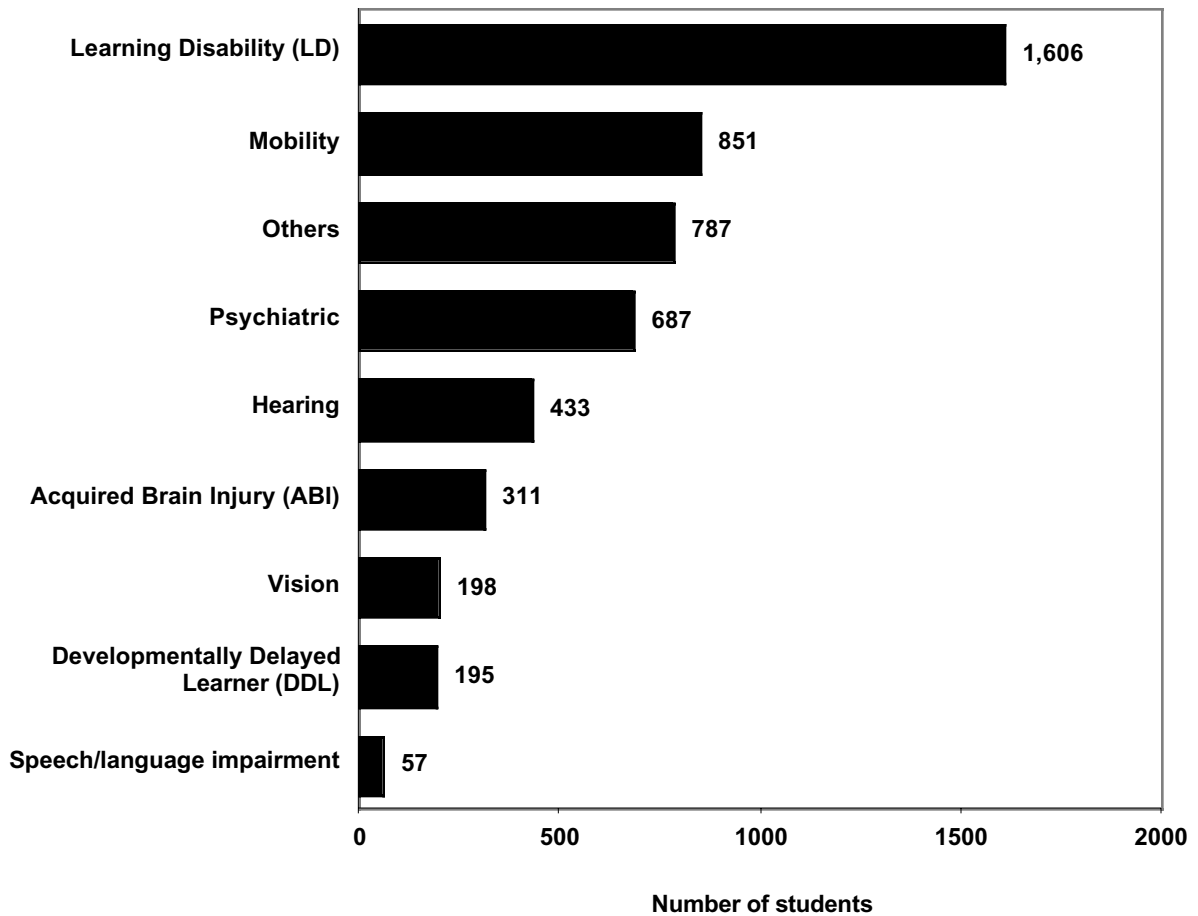
Table 1—Number of Students in Each Disability Group, by Location

Primary Disability	Glendale	Laney	Pasadena	Riverside ¹	San Diego ²	TOTAL
Vision	44	20	29	36	69	198
Blind	15	8	10	7	17	57
Low vision	29	12	19	29	52	141
Hearing	59	55	76	117	126	433
Deaf	25	40	39	79	88	271
Hard of hearing	34	15	36	38	36	159
Deaf/blind	0	0	1	0	2	3
Speech/language impairment	21	3	25	0	8	57
Learning Disability (LD)	221	169	425	245	546	1,606
Developmentally Delayed Learner (DDL)	79	7	47	34	28	195
Acquired Brain Injury (ABI)	66	19	49	70	107	311
Mobility	277	56	98	221	199	851
Psychiatric	110	55	176	95	251	687
Other	174	40	110	205	258	787
ADD/ADHD	9	3	44	15	28	99
Autism	3	0	3	0	3	9
Health	58	6	15	78	85	242
Short stature	1	0	0	0	0	1
Tourette's syndrome	19	0	3	0	1	23
Other	84	31	45	112	141	413
TOTAL	1,051	424	1,035	1,023	1,592	5,125

¹Includes Riverside City, Moreno Valley, and Norco campuses of Riverside Community College.

²Includes San Diego City, San Diego Mesa, San Diego Miramar, and the San Diego District Office.

Figure 1—Number of Students With Each Type of Disability



The task force wanted to disaggregate some of these groups because of the broad range of functional limitations represented within some groups. For example, the difference between a deaf student and one who is hard of hearing or between a blind student and one with low vision can be very significant in terms of the services needed. Therefore, we disaggregated the vision, hearing, and “other” categories for data collection purposes. However, there were not enough students in the disaggregated groups to produce reliable weights at that level of detail. Certain categories have fewer than 100 students—blind, deaf/blind, ADD/ADHD, autism, short stature, and Tourette’s syndrome—and one category (environmental sensitivity syndrome) has none at all. Though the hard-of-hearing group is somewhat larger than most other subcategories (159), it is still small and most of these students were located at three sites, reducing the representativeness of the data on this group. The health subgroup “other” had a relatively large number of stu-

dents (242), but we were not confident that this group is truly different from the larger (413) residual “other” subgroup. According to the *Implementing Guidelines for Title 5 Regulations*, “other” disabilities include “conditions having limited strength, vitality, or alertness due to chronic or acute health problems. Examples are environmental disabilities, heart conditions, tuberculosis, nephritis, sickle cell anemia, hemophilia, leukemia, epilepsy, acquired immune deficiency syndrome (AIDS), diabetes, etc.”³ It is hard to imagine who might be included in the residual “other” group that could not also be considered as having a “health” disability. Therefore, we used only the summary “other” in the analysis.

Although the total number of students with each disability is the most important consideration for the purposes of this analysis, it is also useful to look at the numbers in each district. If some districts had very few students with a particular disability, then the overall data are less likely to be representative of students with that disability statewide. Of the main disability categories, there appears to be a problem primarily for speech. In addition to having a low number overall (57), 46 of the students were in just two places (Glendale and Pasadena). This forces us to have less confidence in the appropriateness of the weights calculated for speech than for other disabilities. However, since this is such a small group statewide (accounting for only 1 percent of disabled students), the actual financial consequences of an inaccurate weight for this group are probably minimal.

Another test of the representativeness of the study sample is to compare the distribution of the sample among the disability groups with the statewide distribution. As shown in Table 2, the two distributions were similar except in two instances: the study sample contained proportionately more students with hearing disabilities (8.4 percent versus 4.8 percent statewide) and proportionately fewer developmentally delayed learners (3.8 percent versus 9.4 percent statewide). The overrepresentation of students with hearing disabilities is not necessarily negative. Because this group is so costly to serve, it is beneficial to have a large number of students in this category in the study.

Services. The concern here is whether the types of services provided to students with a specific disability vary from college to college. That is, are the structures of the programs different from college to college, or do most colleges provide similar services to students with a specific disability?

Because of the small number of sites, the results of the analysis were unavoidably heavily influenced by the nature of the programs provided in the districts included. The seriousness of

³Chancellor’s Office, California Community Colleges, *Implementing Guidelines for Title 5 Regulations* (Sacramento: 1997).

Table 2—Distribution of Students by Disability in the Study and Statewide

Primary Disability	Study sample		State (1998–99)	
	Number	Percent of total	Number	Percent of total
Vision	198	3.9	2,550	3.3
Hearing	433	8.4	3,653	4.8
Speech/language impairment	57	1.1	544	0.7
Learning Disability (LD)	1,606	31.3	22,196	29.1
Developmentally Delayed Learner (DDL)	195	3.8	7,208	9.4
Acquired Brain Injury (ABI)	311	6.1	5,119	6.7
Mobility	851	16.6	13,607	17.8
Psychiatric	687	13.4	8,623	11.3
Other	787	15.4	12,889	16.9
TOTAL	5,125	100.0	76,389	100.0

this bias depends on how typical these programs are of others in the state, which cannot be judged with the available data. However, the task force believed that although DSP&S programs vary from district to district in terms of the types of disabilities their students have, the actual services provided to students with a given disability are similar.

Just as bias could result from the participating sites being different from other colleges, bias could also result from large or small numbers of students or services at particular districts within the sample. Table 3 shows how students, services, and service-hours were distributed among the participating districts. No one district dominated in terms of the number of students. Students were relatively evenly spread among the sites except for the considerably smaller number at Laney. The distribution of services, on the other hand, was very imbalanced, with Pasadena accounting for 45.5 percent of all the services recorded. However, when the length of service was taken into account, the distribution changed, with Pasadena accounting for only 26.8 percent of the hours of service recorded. It is more appropriate to compare service-hours than service records, because of variation in how services were recorded. For example, sites were permitted to report multiple services on one record form, which some did but others did not.

Another concern about services is the completeness with which the providers recorded them. If a provider failed to record a service provided to an individual student, then the cost of serving that student would be understated in the analysis. While we expected some omissions, the important concern is whether any specific services were consistently omitted. If omissions

Table 3—Distribution of Students in Study by Location

College/District	Students		Service records		Service-hours	
	Number	Percent of total	Number	Percent of total	Number	Percent of total
Glendale Community College	1,051	20.5	5,673	7.5	14,339	17.9
Laney College	424	8.3	10,818	14.3	12,066	15.0
Pasadena City College	1,035	20.2	34,488	45.5	21,530	26.8
Riverside CCD	1,023	20.0	11,772	15.5	12,505	15.6
San Diego CCD	1,592	31.1	13,034	17.2	19,801	24.7
TOTAL	5,125	100.0	75,785	100.0	80,242	100.0

were random among students with different disabilities, then the omissions would not have much effect on the relative costs. However, if services to certain types of students were consistently omitted, then this would bias the relative cost estimates. While site representatives acknowledged that there was some underreporting of services, there was no indication that certain types of students were systematically omitted.

While it is impossible to know how many services were omitted, it is safe to say that most *students* at the participating sites were captured. Table 4 compares the number of students served at each college or district as reported in this study with the number reported to the Chancellor’s Office. The time period is different (the study crossed academic years and the Chancellor’s Office report covers an academic year) so the numbers would not match exactly under any circumstances; nevertheless, they do not suggest any serious underreporting of students.

Providers. Provider salaries are needed to calculate service costs. A legitimate concern was that the salaries at the participating sites would not be representative of salaries statewide because of the small number of sites and their geographic concentration. To overcome this problem, we asked all colleges to provide the average salaries and benefits for a list of 17 types of providers. To develop this list, we started with all the job titles (a total of 99) reported by the sample colleges and then aggregated them into 17 reasonable categories that would be relatively comparable across colleges. Appendix B shows how we aggregated the categories.

A total of 41 colleges responded to the survey (counting the colleges participating in the workload study; for this group, we used the salaries reported for spring 1999). Geographically, the south was somewhat over-represented: 66 percent of the responding colleges were in the southern region, compared with 54 percent of all the colleges. However, this is not a major discrepancy.

Table 4—Numbers of Students in the Study and Reported to the State, by Location

District	Workload Study (Spring, Summer, and Fall 1999)	Reported to the Chancellor's Office academic year 1998–99*
Glendale Community College	1,051	1,193
Laney College	424	436
Pasadena City College	1,035	847
Riverside CCD	1,023	907
San Diego CCD	1,592	1,694
TOTAL	5,125	5,077

*Excludes adult, noncredit students served in San Diego and Glendale.

NOTE: Workload study numbers exclude "not determined."

While there was a wide range in average salaries across colleges, the medians (mid-values) appeared relatively stable for each category. That is, the values clustered reasonably well around the median. Table 5 shows the 25th, 50th, and 75th percentiles for each provider category. These values provide an indication of the range of salaries reported in each provider category. The salaries shown for the 25th and 75th percentiles indicate that 25 percent and 75 percent, respectively, of the salaries reported were below the amount shown. The salary shown for the 50th percentile is the median salary that we used for this analysis.

In conclusion, it would have been desirable to have a larger number of colleges participating in the workload study. Nevertheless, there was a good representation of students from each of the disability groups except speech, and the distribution of students by disability reflects the state distribution for the most part. As indicated above, the small number of students with speech disabilities is such a small group statewide that the financial consequences of an inaccurate rate are not likely to be important for most districts. Overall, there were 544 students with this disability reported statewide in 1998–99. Only a few colleges had more than a handful of students in this category, and fortunately, two of them (Glendale and Pasadena) were included in this study. There was no indication of serious underreporting of students or services. We partially overcame the problem of the representativeness of salary data by using information from a much larger set of colleges than the sample.

Table 5—Average Hourly Salaries and Benefits Reported in the Salary Survey

Provider Type	Percentile		
	25th	50th median	75th
Program administrator/coordinator	\$43.89	\$51.13	\$58.82
Counselor	38.03	53.80	60.86
LD specialist	49.10	57.08	63.18
Deaf specialist	42.80	55.95	60.33
Program assistant/advisor/aide	20.56	23.03	26.63
Instructor	42.86	46.98	59.33
Instructional assistant	12.55	15.33	17.49
Clerical	14.11	18.09	21.36
Instructional support	5.83	6.21	7.00
Tutor	6.00	7.00	7.56
Notetaker	5.75	6.19	6.50
Reader	6.00	6.27	6.95
Transcriber	5.75	6.00	6.99
Proctor	5.94	7.08	11.63
Accommodations/mobility aide	5.94	6.20	6.81
Student worker not included above	5.87	6.23	6.74
Captionist	21.55	28.57	38.75
Interpreter	17.67	19.85	24.85

2) Developing the Data Collection System

At a meeting held in May 1998, the task force discussed the general outline of the system and, with the assistance of MPR Associates, decided on an approach and a specific set of data to be collected. When a student first enrolled for DSP&S services (or appeared for the first time after data collection began), a DSP&S staff person would complete a written “Initial Contact” form for that student. The information on this form would then be entered into the computer to add the student to the database. This record would include basic identifying and enrollment information and indicate the student’s primary and other disabilities. Each time a service was provided, the provider would fill in a “Student Contact Record” form indicating the type of service, the provider, the date, and the length of the service (in minutes). This information would later be entered into the database. We put considerable effort into developing service categories that would be comprehensive and understandable (see Table 6 for a list of service categories and

Table 6—Categories Used to Report Services

DSP&S Services

Counseling/advising

- Provide disability-related counseling/advising
- Provide vocational counseling/advising
- Develop student contract

Eligibility determination

- Assess for learning disability (LD)
- Assess for developmentally delayed learner eligibility (DDL)
- Assess for DSP&S eligibility other than LD or DDL
- Review external documentation to verify eligibility for DSP&S services

Enrollment support

- Provide registration assistance
- Provide DSP&S orientation

Specialized instruction

- Individualized instruction

Referrals/liaison

- Refer to campus services
- Provide liaison to campus services
- Refer to community services
- Provide liaison to community services

Support Services

Instructional support

- Tutoring
 - Notetaking
 - Reading
 - Transcribing
 - Interpreting
 - Test-taking accommodation proctoring
 - Captioning
 - Mobility assisting
 - Equipment loan (instruction/processing)
 - Alternative text formatting—Braille
 - Alternative text formatting—electronic
 - Other
-

Appendix C for details on the instructions given to data collectors on what should be included in each category). The task force agreed that colleges would provide two other types of information: job titles and salaries of all providers and special class logs for the census date. Because it was too burdensome to collect all logs, a representative date was chosen with the assumption that the classes would be typical of the level of activity over the semester.

During the rest of the spring and summer of 1998, MPR Associates staff developed a prototype data-recording system using Filemaker Pro, a database program. We designed the system to be easy to use but at the same time to ensure accurate and comparable data across colleges. We accomplished these goals by using standard DSP&S terminology on the data collection forms, making the data entry screens resemble the paper forms as closely as possible, using pull-down menus, and limiting the choices for reporting types of services. To protect the confidentiality of the records, passwords were required to access student records or add data. To protect the integrity of the database, we designed the system so that records could not be changed or deleted once entered. (Errors could be flagged as such and we removed them before the data analysis phase.) We also developed detailed instructions for completing the forms and using the database. The task force reviewed the data collection system at a meeting in September 1998 and made minor revisions.

3) Collecting the Data

In October 1998, MPR staff held a training session for DSP&S coordinators and staff from the participating colleges. We gave representatives from each participating college copies of the Filemaker Pro software, the database, and a User Manual. During the training, they practiced using the software and entering data. Following the training session, the participating colleges collected data on a pilot basis for approximately one month. The task force and representatives of the colleges then met again in December 1998 to review their experiences and make suggestions for improvements. Based on these recommendations, we made adjustments to the data collection procedures and database program.

Full-scale data collection began in the spring 1999 semester and continued through the summer and fall terms. Appendix C contains copies of the “Initial Record” and “Student Service Record” forms used for the full-scale data collection, the instructions that accompanied those forms, and the User Manual for the database.

4) Preparing the Data for Analysis

The colleges submitted data to MPR Associates at the end of the spring 1999 semester and then again at the end of fall 1999. The second submission included the data from summer and fall 1999. We immediately removed all service records marked invalid and all students without any services recorded. This initial working file contained data on 77,849 recorded services provided to 5,953 students.

The number of services recorded (77,849) is less than the number of student contacts because some providers recorded multiple sessions on one form (i.e., they recorded only the sum of service minutes provided during several contacts but not the number of contacts). Staff who provided regular services to a particular student (e.g., a tutor or interpreter) sometimes completed student record forms weekly or bi-weekly. This procedure reduced the data collection burden, but it unfortunately prevented analysis of service characteristics (e.g., the average length of a particular type of service would be overstated). Instead, we aggregated all services to the student level and used the student as the unit of analysis.

From the initial working file, we then removed students and service records that were unusable. Several pieces of information are required to estimate the cost of services to a particular student. For each student, these include the student's primary disability and the student's enrollment status in each of the three terms. For each service record, these include the provider type, the type of service, and the length of the service. Dropping service records is more problematic than dropping students. Dropping a student simply reduces the number of cases on which to compute the average. Given the large sample size, this effect is unlikely to be important unless there is some reason to believe that the students omitted are systematically different from those left in the analysis. On the other hand, dropping a service record reduces the calculated total cost of serving the student associated with that record.

The initial working file had 5,953 students. A total of 285 students with verified disabilities did not have data for the specific terms in which they enrolled (top section of Table 7). Without knowing how many terms a student was enrolled, it was impossible to compare service records with other students because the period of time covered is unknown. Therefore, we excluded these students.

In the initial working file of 77,849 service records, a total of 740 service records were missing one of the pieces of information needed to calculate the cost (provider type, service type, or service time) (middle section of Table 7). We excluded these service records. In some cases, this resulted in dropping specific students.

Table 7—Missing Data on Students and Services, by Disability Type

Primary Disability	Students missing terms enrolled	Total students	Percent missing
STUDENTS			
Vision	14	213	6.6
Hearing	36	469	7.7
Speech/language impairment	0	57	0.0
Learning Disability (LD)	83	1,697	4.9
Developmentally Delayed Learner (DDL)	10	212	4.7
Acquired Brain Injury (ABI)	18	341	5.3
Mobility	50	912	5.5
Psychiatric	35	728	4.8
Other	39	827	4.7
Subtotal	285	5,456	5.2
Not determined	73	497	14.7
TOTAL	358	5,953	6.0
Primary Disability	Services missing cost data*	Total services	Percent missing
SERVICES			
Vision	56	3,425	1.6
Hearing	139	22,160	0.6
Speech/language impairment	50	748	6.7
Learning Disability (LD)	179	24,112	0.7
Developmentally Delayed Learner (DDL)	38	2,860	1.3
Acquired Brain Injury (ABI)	48	4,363	1.1
Mobility	63	5,888	1.1
Psychiatric	84	5,779	1.5
Other	83	5,782	1.4
Subtotal	740	75,117	1.0
Not determined	20	2,732	0.7
TOTAL	760	77,849	1.0
SUMMARY		Students	Percent of total
Total students in study sample		5,953	100.0
Missing enrollment or service data		407	6.8
Subtotal used for analysis		5,546	93.2
Disability status not determined		421	7.1
Sample used for relative cost analysis		5,125	86.1

*Missing data on provider type, service type, or service time

The initial working file had 497 students categorized as “disability not determined” (top section of Table 7 under “subtotal”). When students seek help from a DSP&S program, the first step is determining that they have a verifiable disability that makes them eligible for services. For our workload study, we instructed sites to fill in an Initial Record form on a new student’s first visit, enter the disability as “not determined,” and begin recording time spent serving them. Later, when the staff verified the disability, they changed the “not determined” to one of the nine categories. Some students never completed the verification process or did not meet the eligibility criteria. We could not include these students in the analysis of relative costs. However, because the task force expressed interest in knowing how much it costs to serve these students, an amount for which colleges are not reimbursed, we computed the average cost of serving them. We based this calculation on the 421 students remaining after we dropped service records with missing key cost related data.

In summary (bottom of Table 7), after dropping students with missing enrollment data and also dropping service records with missing key cost data, we ended up with 5,546 students for our cost analysis (93.2 percent of students in the initial working file). We used 421 of these students to compute the average cost of serving students with “disability not determined,” and we used the remaining 5,125 students for the relative cost analysis. It might be possible to increase the accuracy of the analysis by asking the colleges to try to fill in the missing information, but the burden of doing this might outweigh the benefit. Where large amounts of specific types of information were missing, we asked the colleges to update them.

Service Costs

We calculated the cost of a service by multiplying the reported length of the service in minutes by the provider’s hourly salary and benefits divided by 60, using the median salary and benefits for the provider category (shown in Table 5). The service cost for a student is equal to the sum of costs of all services received by that student. We adjusted this amount to account for the number of terms the student was enrolled because the costs covered only one term for some students but several terms for others. The cost of services to a disability group is equal to the sum of the costs for all students in that group.

Table 8 shows the number of terms students were enrolled. Just over half the students were enrolled only in spring or fall, and most of the rest were enrolled in both the spring and fall terms or in all three terms. To make the data comparable for all students, we adjusted the total cost for each student according to the number of terms enrolled to produce a cost per term. We did not make any adjustment to the service costs for students enrolled in spring or fall only, and divided the service costs for students enrolled in both spring and fall by two. Making the adjustment for students enrolled during the summer term presented a problem, because the summer term is not really equivalent to the spring or fall. Summer terms are sometimes shorter, and DSP&S services are often reduced during this period. To take this into account, we treated summer as half a term.

Table 8—Distribution of Students by Terms Enrolled

Term combination	Students	
	Number	Percent
Spring only	1,546	30.2
Fall only	1,401	27.3
Summer only	191	3.7
Spring and Summer	230	4.5
Spring and Fall	890	17.4
Summer and Fall	151	2.9
Spring, Summer, and Fall	716	14.0
TOTAL	5,125	100.0

NOTE: Excludes “not determined.”

This approach had the advantage of allowing us to use all the data collected. The disadvantage was that the assumption that the services provided in the summer were half of those provided in the spring or fall could be wrong. Unfortunately, there were not enough students enrolled for summer only to test this assumption.

An alternative would have been to use only students who attended in the spring and/or fall terms. The advantage of that approach is that the terms are more equivalent, but the disadvantage is that we would have had to ignore whatever could be learned from the data collected on students who enrolled in the summer term. At the June 2000 meeting, the task force recommended using all the data and weighting summer as one half. As a practical matter, comparison of the costs calculated using the two alternative approaches showed little difference.

Although providers collected special class logs as a part of this study, costs for special classes are not included in this analysis. Funding for special classes is separate from the allocation based on the weighted student count.

1) Average Cost Per Student Per Term

Table 9 shows the average cost per student per term in total and for each of the major service categories by disability type. The table also shows the number of students served in each disability category and the average total number of hours of services they received. We used all students, including those who did not receive the particular service⁴ (i.e., had zero cost) to compute the average cost for each type of service. As a result, the average costs for each type of service sum to the total cost for each disability group. Readers should keep in mind that the average total costs shown here represent only the costs of direct services to students or activities engaged in directly on the students' behalf; they do not take into account administrative costs or the cost of activities that serve disabled students generally. At the June 2000 meeting, the task force reviewed the costs and, based on their knowledge of DSP&S services, thought that the patterns seemed credible.

Of the 52,517 service hours delivered per term, 29,269 (56 percent) went to students with hearing impairments. Another 10,346 (20 percent) went to Learning Disabled (LD) students. This reflects both the number of students and the relative costs of services they receive. LD students are by far the most numerous (Table 1), and students with hearing impairments are by far the most costly to serve (Table 9).

⁴For example, a hearing-impaired student would not receive the same services as a vision-impaired student and vice versa. Therefore, some services are zero for all students.

Table 9—Average Cost of Services Per Term, by Disability Group

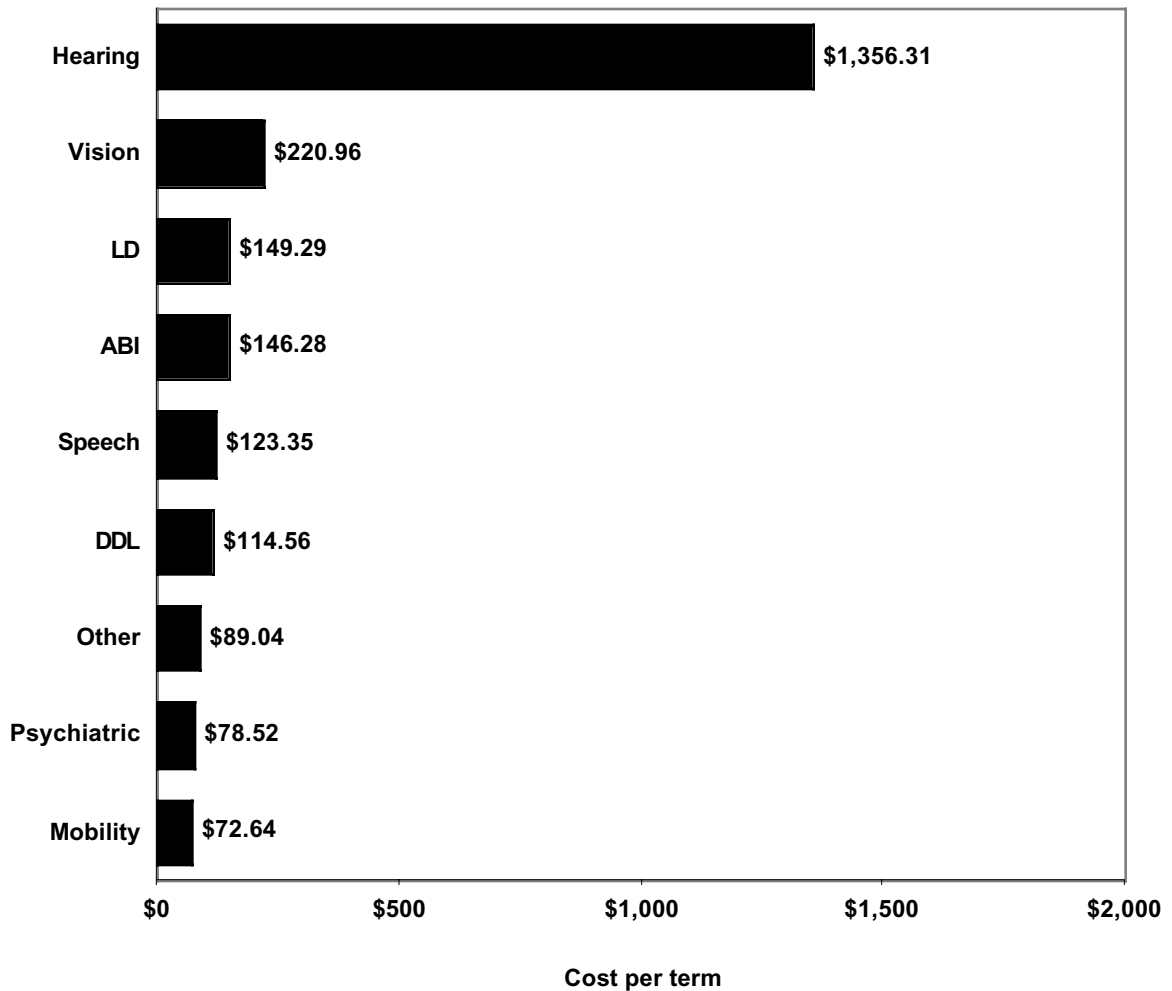
Primary Disability	Number of students	Total hours of services per term	Hours/student/term	Average total cost per term ¹	Average cost for each service ²					
					Counseling	Assessment	Enrollment support	Special instruction	Referrals	Instructional support
Vision	198	2,571	13.0	\$220.96	\$49.26	\$6.94	\$11.26	\$6.19	\$9.65	\$137.66
Hearing	433	29,269	67.6	1,356.31	94.40	11.24	13.82	8.32	20.19	1,208.33
Speech	57	309	5.4	123.35	32.15	27.04	4.64	22.68	3.87	32.96
LD	1,606	10,346	6.4	149.29	39.34	51.32	9.03	6.57	7.37	35.66
DDL	195	995	5.1	114.56	37.41	29.59	7.93	3.02	9.67	26.93
ABI	311	2,139	6.9	146.28	57.07	16.45	9.20	3.66	9.65	50.25
Mobility	851	2,469	2.9	72.64	29.47	15.37	6.92	2.55	4.29	14.04
Psychiatric	687	2,083	3.0	78.52	37.46	12.42	9.14	0.50	7.78	11.21
Other	787	2,338	3.0	89.04	32.00	27.13	8.16	4.72	5.37	11.66
TOTAL	5,125	52,517	10.2							

¹Summer weighted at one-half of spring or fall.

²Average for each service was computed using all students, including those who did not receive the service.

The average cost per term of serving a student with a hearing disability far exceeded the cost of serving a student in any other category (\$1,356 versus \$73–\$221 for the others) (Table 9 and Figure 2). This is largely because of the high level and high cost of interpreting services they require. The cost of serving a student with a vision impairment was also relatively high (\$221), again reflecting the high cost of instructional support services they need to succeed academically. Students in both these groups tended to need higher levels of many of the other types of services as well.

Figure 2—Average Cost Per Term



Students in the LD, ABI, Speech, and DDL categories had average costs per term ranging from about \$115 to \$150. The types of services they used most intensively differed. For example, LD students had an especially high average assessment cost (\$51), reflecting the extensive testing necessary to determine their eligibility. DDL students also had a relatively high average assessment cost (\$30). This is due in part because many DDL students are assessed first for learning disabilities before being determined to be DDL. Students with speech impairments had relatively high costs for special instruction (\$23). This reflects the fact that these students tend to be assisted through individualized instruction rather than special classes. ABI students have relatively high costs for counseling and instructional support (\$57 and \$50, respectively).

Three categories of students had relatively low average costs, less than \$100 per term (mobility, psychiatric, and “other”). Most of the expense in serving these students was for counseling. Students with mobility impairments often need intensive counseling at the beginning of the term, but then are able to manage on their own for the most part. Students with psychiatric disabilities often need intensive services for a short period of time or on a periodic basis. Students in the “other” category have a wide range of health-related problems. The average cost of serving these students is the net result of students with high and low costs so it is difficult to say much about them as a group.

Table 10 shows the average amount of time (in minutes) that students in each disability group received per term for each type of service. This information is presented simply to provide another way to assess the reasonableness of the data. As expected, those with hearing disabilities required the most amount of time, while those with mobility or psychiatric disabilities required the least amount of time.

2) Relative Costs

Table 11 shows the relative costs of serving students in different disability groups. The first column, the average total cost, is from Table 9. The next two columns show the cost of each group relative to LD students (because they are the largest group) and to students with speech/language impairments, which is the base in the current weighting scheme (shown under “current weight” in the fourth column).

Using the calculated relative costs as new weights would cause some substantial changes in the influence of specific disability groups on the weighted student counts from the current weighting system. As shown in the table below, hearing impairment currently has the highest weight (4.87), but this workload study suggests that the weight should be even higher—roughly double (11.00). The study also suggests that the weights for students with psychiatric disabilities

Table 10—Average Amount of Service Time Per Term by Disability Group

Primary Disability	Number of students	Hours/ student/ term	Total minutes/ student/ term ¹	Average length of time for each type of service (in minutes) ²					
				Counseling	Assessment	Enrollment support	Special instruction	Referrals	Instructional support
Vision	198	13.0	779	66	10	19	13	14	657
Hearing	433	67.6	4,056	139	20	23	23	30	3,821
Speech	57	5.4	325	47	61	7	45	5	160
LD	1,606	6.4	387	61	89	14	11	11	200
DDL	195	5.1	306	61	56	14	9	14	152
ABI	311	6.9	413	77	30	16	6	14	270
Mobility	851	2.9	174	44	23	14	3	6	85
Psychiatric	687	3.0	182	56	23	16	1	14	71
Other	787	3.0	178	44	41	15	6	8	64
TOTAL	5,125								

¹Summer weighted at one-half of spring or fall.

²Average for each service was computed using all students, including those who did not receive the service.

Table 11—Relative Costs of Serving Students With Different Disabilities

Primary Disability	Average total cost per term*	Cost relative to		Current weight	Ratio: revised to current
		LD	Speech		
Vision	\$220.96	1.48	1.79	2.25	0.80
Hearing	1,356.31	9.09	11.00	4.87	2.26
Speech	123.35	0.83	1.00	1.00	1.00
LD	149.29	1.00	1.21	3.15	0.38
DDL	114.56	0.77	0.93	1.29	0.72
ABI	146.28	0.98	1.19	3.34	0.36
Mobility	72.64	0.49	0.59	1.32	0.45
Psychiatric	78.52	0.53	0.64	0.38	1.68
Other	89.04	0.60	0.72	1.32	0.55

*Summer weighted at one-half of spring or fall.

should also increase. For every other disability group, however, it suggests that the weights should decrease (i.e., the current weights are too high for these groups).

	<i>Workload study weight</i>	<i>Current weight</i>
Hearing	11.00	4.87
Vision	1.79	2.25
LD	1.21	3.15
ABI	1.19	3.34
Speech	1.00	1.00
DDL	.93	1.29
Other	.72	1.32
Psychiatric	.64	.38
Mobility	.59	1.32

Finally, this workload study suggests that the relative costs of serving the various disability groups are different from those implied by the current weights. For example, the current weights suggest that ABI students are more costly to serve than LD students (3.34 versus 3.15), which the study does not support (1.19 versus 1.21). Similarly, the current weights imply that students in the DDL, Other, and mobility categories are more costly to serve than those with speech/language impairments, which, again, the study does not support.

If new weights were adopted based on this study’s findings (column 3 in Table 11), the impact of this change on the weighted student counts would be greatest for those disabilities with the largest and the smallest ratios of revised to current weights (shown in the last column of Ta-

ble 11). Hearing and psychiatric have the largest ratios so the change in their influence (i.e., increase in costs relative to speech) would be the largest, while ABI and LD have the smallest ratios so their change would be the smallest (i.e., decrease in costs relative to speech).

3) Single Versus Multiple Disabilities

Some students served by DSP&S have more than one disability. This frequently means that they need more services and more intensive services than students with a single disability. Currently, students with a secondary disability receive an additional weight equal to one-half of the weight for the secondary disability.

Statewide, 8 percent of students with disabilities had a secondary disability in 1998–99. In this workload study, 13.7 percent had two disabilities, and 2 percent had more than two (Table 12). Despite these relatively high percentages, the actual numbers of students in each disability group who had more than one disability were relatively small. As a result, accurate determination of the additional costs imposed is difficult given the available data.

Table 12—Numbers of Students With Single and Multiple Disabilities

Primary Disability	Number of disabilities			Total
	1	2	More than 2	
Vision	160	29	9	198
Hearing	363	62	8	433
Speech	45	12	0	57
LD	1,308	267	31	1,606
DDL	153	37	5	195
ABI	263	38	10	311
Mobility	726	109	16	851
Psychiatric	604	68	15	687
Other	695	80	12	787
TOTAL	4,317	702	106	5,125
Percent of TOTAL	84.2	13.7	2.1	100.0

Table 13 compares the costs of serving students with single and multiple disabilities. In three instances (vision, hearing, and ABI), those with multiple disabilities actually had lower average costs per term than those with single disabilities. The speech category was at the other ex-

Table 13—Average Costs for Students With Single Versus Multiple Disabilities

Primary Disability	Average total cost		Ratio of multiple to single	Number of students		Percent with multiple disabilities
	Single disability	Multiple disabilities		Single disability	Multiple disabilities	
Vision	\$245.85	\$116.13	0.47	160	38	19.2
Hearing	1,380.36	1,231.57	0.89	363	70	16.2
Speech	94.10	233.03	2.48	45	12	21.1
LD	146.69	160.72	1.10	1,308	298	18.6
DDL	97.37	177.18	1.82	153	42	21.5
ABI	150.15	125.09	0.83	263	48	15.4
Mobility	64.38	120.65	1.87	726	125	14.7
Psychiatric	74.63	106.83	1.43	604	83	12.1
Other	85.58	116.56	1.36	692	92	11.7
TOTAL				4,314	808	15.8
Weighted average			1.30			

tre: those with multiple disabilities had average costs per term that were about two and a half times higher than those with only a speech-related disability. However, as Table 12 shows, only 12 students in the speech category had multiple disabilities. This not only means that the estimate is not very reliable but also means that the speech category has only a small impact on an average weighted by the number of students in each disability category.

Across all disabilities, the ratio of the average costs for multiple versus single disabilities (weighted by the number of students in each disability group) was 1.30. This suggests that the current weight of 1.5 may be too high, but this tentative finding is based on small sample sizes.

4) New Versus Continuing Students

The Workload Task Force asked MPR Associates to see if new students are more costly to serve than continuing students. Table 14 suggests that, in the case of relative costs, this may not be true for all disability groups.

To compare the relative costs of serving new and continuing students, we used students enrolled only in the spring or fall terms and separated them according to whether they were new or continuing in that term. Table 14 shows that the average total number of hours of service pro-

Table 14—Average Costs for New and Continuing Students Enrolled in Spring or Fall Only

Primary Disability	Number of students	Total hours of services	Hours/ student	Average costs for one term						
				Total cost	Counsel- ing	Assess- ment	Enroll- ment support	Special instruc- tion	Referrals	Instruc- tional support
NEW STUDENTS										
Vision	54	354	6.6	\$131.29	\$42.81	\$14.20	\$12.70	\$5.73	\$5.35	\$50.51
Hearing	130	5512	42.4	870.45	93.52	14.44	12.15	6.86	17.26	726.22
Speech	13	76	5.9	158.79	36.67	33.97	6.40	59.72	4.27	17.77
LD	421	2961	7.0	212.05	46.73	118.67	11.06	8.74	6.61	20.22
DDL	42	320	7.6	185.59	49.71	77.92	15.13	1.12	12.21	29.49
ABI	97	632	6.5	140.43	43.43	28.99	12.34	5.43	8.28	41.96
Mobility	314	698	2.2	71.20	24.66	21.15	7.92	4.51	3.68	9.28
Psychiatric	252	579	2.3	75.27	37.17	15.16	11.35	0.46	6.09	5.05
Other	351	970	2.8	94.61	32.00	34.90	8.90	6.11	4.43	8.27
TOTAL	1674	12104	7.2							
CONTINUING STUDENTS										
Vision	50	572	11.4	\$160.23	\$30.50	\$6.74	\$7.57	\$10.11	\$4.17	\$101.14
Hearing	122	9663	79.2	1570.72	99.47	10.72	12.98	6.02	13.46	1428.06
Speech	22	39	1.8	55.62	19.29	24.00	1.17	0.02	3.07	8.06
LD	401	1648	4.1	100.13	32.44	22.79	7.29	10.20	5.90	21.51
DDL	64	111	1.7	46.24	14.24	15.42	2.69	0.27	2.28	11.33
ABI	71	537	7.6	168.00	67.88	16.57	9.03	4.86	8.20	61.45
Mobility	221	545	2.5	62.38	24.73	16.54	6.91	1.28	3.33	9.60
Psychiatric	156	492	3.2	76.72	32.89	16.43	7.05	0.93	9.77	9.64
Other	166	512	3.1	85.37	23.96	28.41	6.06	8.80	4.53	13.61
TOTAL	1273	14119	11.1							

vided overall was actually greater for continuing than for new students (11.1 hours versus 7.2). However, when you look at individual disability groups, only students with hearing and vision impairments had higher costs for continuing students. The remaining disability groups' costs are either higher for new students or relatively similar for new and continuing students. There are two major possible explanations for the higher costs determined for continuing students with hearing or vision impairments. First, the disabilities of these students may not have been verified

at the start of their first term so they did not receive a full term's worth of instructional support services. Second, and perhaps more likely, they may have started slowly, taking fewer courses in their first term, and thus have used fewer hours of services.

For some other disability categories, most notably LD and DDL, the average hours of service are much higher when the students are new rather than continuing students (7.0 hours versus 4.1 for LD students, and 7.6 versus 1.7 for DDL students). This difference is attributable to the high costs of assessment for new students. Students with speech-related disabilities also had considerably more hours of service as new than as continuing students, primarily for counseling. For the remaining four disability groups (ABI, mobility, psychiatric, and other), there was less difference between the amount of services for new and continuing students.

Because of these patterns, any distinction between new and continuing students would have to be made on a disability by disability basis. This would complicate the weighted student computation, perhaps unnecessarily.

5) Students With Disabilities Not Determined

Colleges receive funding only for students with verified disabilities. However, many students seek services and are assessed or counseled, but then they either do not complete the process, do not enroll, or do not qualify for services. The task force was interested in knowing the cost of services to these students. As indicated earlier, there were 421 cases of students on the final file with a "not determined" disability category. Using the summer data (weighted as one-half), they received an average of 2.9 hours of services, costing about \$73.93. More than half of this amount was for assessment (\$40.90).

Implications of Changing the Weights

Changing the weights for the disability categories based on the relative costs calculated in this workload study would change the weighted student count for each college, and thus the part of their DSP&S allocation that depends on the weighted student count. It is important to recognize that the other components of the allocation formula (the \$50,000 base and the amounts allocated for college effort, COLA, and growth) would not be affected by a change in the weighted student count. Most importantly to the colleges, the guarantee of a current year allocation of at least 95 percent of the previous year's allocation remains in effect. It should also be remembered that any COLA or specially identified increase in DSP&S funding is added to the allocation after the 95 percent minimum is established for each college. This means that the maximum decrease any college could ever see in their allocation would be 5 percent per year, and if there is a COLA or specially identified increase, the decrease would be even less than 5 percent.

Appendix D shows weighted student counts for each college, by disability type, calculated first using the current weights (Table D.1) and then using weights based on the relative costs computed in this study (Table D.2). The first two columns of Table 15 show the total weighted student counts for each college (transferred from Tables D.1 and D.2). Columns 3 and 4 of Table 15 show the percentage of the state total weighted student count that each college has under the current weights and that it would have under new weights based on this workload study. Column 5 shows the percent change that would occur in each college's share of the state total if the new weights were adopted.

The weighted student counts generated using the current and workload study weights cannot be compared directly because the state total weighted student counts are different under the different weighting systems. What is important to a college's allocation is its relative share of the state total weighted student count. For example, under the current weighting system, Feather River College has 0.18 percent of the state's total weighted student count (300 out of 162,982). Using the workload study weights, Feather River would have 132 out of 109,746 weighted students, or 0.12 percent of the state's total. Thus, it would experience a decline of 33.3 percent in its weighted student count if the workload study weights were adopted.

In Table 15, the colleges are ranked according to the size of the change in their share of the state weighted student count if new weights were adopted based on the results of this study,

Table 15—Impact of Changes in Weights on Weighted Student Counts

College	Weighted student count		Percent of state total		Percent change in percent of state total	Rank order
	Current	Workload study	Current	Workload study		
Feather River	300	132	0.18	0.12	-33.3	1
Crafton Hills	462	209	0.28	0.19	-32.1	2
Cerro Coso	1,060	506	0.65	0.46	-29.2	3
Lassen	787	373	0.48	0.34	-29.2	4
Merritt	891	429	0.55	0.39	-29.1	5
Contra Costa	1,205	590	0.74	0.54	-27.0	6
Napa	3,884	1,919	2.38	1.75	-26.5	7
Las Positas	689	339	0.42	0.31	-26.2	8
Cabrillo	3,579	1,809	2.20	1.65	-25.0	9
San Mateo	1,361	691	0.83	0.63	-24.1	10
Lake Tahoe	1,156	605	0.71	0.55	-22.5	11
Columbia	458	244	0.28	0.22	-21.4	12
Canada	697	368	0.43	0.34	-20.9	13
Porterville	1,084	585	0.67	0.53	-20.9	14
Coastline	1,123	602	0.69	0.55	-20.3	15
Gavilan	1,535	826	0.94	0.75	-20.2	16
Los Angeles Harbor	744	409	0.46	0.37	-19.6	17
Chabot	1,433	779	0.88	0.71	-19.3	18
Skyline	940	521	0.58	0.47	-19.0	19
Moorpark	2,149	1,169	1.32	1.07	-18.9	20
Siskiyou	611	333	0.37	0.30	-18.9	21
Santa Barbara City	1,745	958	1.07	0.87	-18.7	22
Cuesta	1,762	970	1.08	0.88	-18.5	23
Ventura	2,396	1,313	1.47	1.20	-18.4	24
Los Medanos	558	309	0.34	0.28	-17.6	25
Cosumnes River	1,104	628	0.68	0.57	-16.2	26
Marin	3,169	1,793	1.94	1.63	-16.0	27
Southwestern	1,427	813	0.88	0.74	-15.9	28
Cuyamaca	426	237	0.26	0.22	-15.4	29
West Hills	420	241	0.26	0.22	-15.4	30
Sierra	2,017	1,149	1.24	1.05	-15.3	31
Redwoods	2,607	1,493	1.60	1.36	-15.0	32
Butte	1,899	1,102	1.17	1.00	-14.5	33
Alameda	1,007	584	0.62	0.53	-14.5	34
Taft	229	129	0.14	0.12	-14.3	35
Monterey Peninsula	1,500	864	0.92	0.79	-14.1	36
Los Angeles Southwest	252	141	0.15	0.13	-13.3	37

**Table 15—Impact of Changes in Weights on Weighted Student Counts
—Continued**

College	Weighted student count		Percent of state total		Percent change in percent of state total	Rank order
	Current	Workload study	Current	Workload study		
Allan Hancock	1,623	952	1.00	0.87	-13.0	38
Victor Valley	1,575	932	0.97	0.85	-12.4	39
Orange Coast	1,795	1,067	1.10	0.97	-11.8	40
Grossmont	1,108	654	0.68	0.60	-11.8	41
Sacramento City	2,146	1,287	1.32	1.17	-11.4	42
Los Angeles City	2,074	1,241	1.27	1.13	-11.0	43
East Los Angeles	1,191	717	0.73	0.65	-11.0	44
Hartnell	889	537	0.55	0.49	-10.9	45
Irvine Valley	780	467	0.48	0.43	-10.4	46
Santa Monica	2,081	1,264	1.28	1.15	-10.2	47
Mira Costa	821	494	0.50	0.45	-10.0	48
Sequoias	1,641	1,013	1.01	0.92	-8.9	49
De Anza	3,429	2,111	2.10	1.92	-8.6	50
Desert	615	383	0.38	0.35	-7.9	51
West Los Angeles	618	385	0.38	0.35	-7.9	52
Yuba	1,763	1,092	1.08	1.00	-7.4	53
American River	4,083	2,581	2.51	2.35	-6.4	54
Merced	1,395	888	0.86	0.81	-5.8	55
Diablo Valley	2,111	1,350	1.30	1.23	-5.4	56
Saddleback	2,392	1,534	1.47	1.40	-4.8	57
West Valley	2,085	1,336	1.28	1.22	-4.7	58
Imperial Valley	1,118	729	0.69	0.66	-4.3	59
Shasta	1,587	1,022	0.97	0.93	-4.1	60
Chaffey	2,875	1,865	1.76	1.70	-3.4	61
Modesto Junior	2,148	1,409	1.32	1.28	-3.0	62
Bakersfield	1,957	1,284	1.20	1.17	-2.5	63
Reedley	728	487	0.45	0.44	-2.2	64
Compton	147	97	0.09	0.09	0.0	65
Mt. San Antonio	3,082	2,069	1.89	1.89	0.0	66
Cypress	888	604	0.55	0.55	0.0	67
Palo Verde	149	102	0.09	0.09	0.0	68
Evergreen Valley	572	381	0.35	0.35	0.0	69
Solano	1,046	701	0.64	0.64	0.0	70
Palomar	1,683	1,145	1.03	1.04	1.0	71
San Jose City	828	571	0.51	0.52	2.0	72
Los Angeles Mission	622	424	0.38	0.39	2.6	73

**Table 15—Impact of Changes in Weights on Weighted Student Counts
—Continued**

College	Weighted student count		Percent of state total		Percent change in percent of state total	Rank order
	Current	Workload study	Current	Workload study		
Mission	492	338	0.30	0.31	3.3	74
San Diego City	1,344	931	0.82	0.85	3.7	75
Oxnard	1,337	929	0.82	0.85	3.7	76
Antelope Valley	1,259	874	0.77	0.80	3.9	77
Mt. San Jacinto	792	559	0.49	0.51	4.1	78
Glendale	3,311	2,331	2.03	2.12	4.4	79
Santa Rosa Junior	3,209	2,257	1.97	2.06	4.6	80
Citrus	900	638	0.55	0.58	5.5	81
El Camino	2,295	1,636	1.41	1.49	5.7	82
San Joaquin Delta	2,532	1,812	1.55	1.65	6.5	83
Fullerton	2,085	1,501	1.28	1.37	7.0	84
Long Beach City	2,188	1,584	1.34	1.44	7.5	85
Pasadena City	2,076	1,529	1.27	1.39	9.4	86
Los Angeles Valley	1,804	1,337	1.11	1.22	9.9	87
Copper Mt.	159	119	0.10	0.11	10.0	88
Cerritos	1,776	1,336	1.09	1.22	11.9	89
Rio Hondo	925	697	0.57	0.64	12.3	90
Canyons	393	294	0.24	0.27	12.5	91
San Bernardino Valley	884	666	0.54	0.61	13.0	92
Vista	745	565	0.46	0.52	13.0	93
San Diego Miramar	3,939	3,064	2.42	2.79	15.3	94
Barstow	96	72	0.06	0.07	16.7	95
Fresno City	2,056	1,613	1.26	1.47	16.7	96
Santa Ana	2,497	1,989	1.53	1.81	18.3	97
Mendocino	309	250	0.19	0.23	21.1	98
San Diego Mesa	1,812	1,536	1.11	1.40	26.1	99
Laney	1,179	994	0.72	0.91	26.4	100
Riverside	2,083	1,798	1.28	1.64	28.1	101
San Francisco City	3,656	3,321	2.24	3.03	35.3	102
Los Angeles Pierce	1,759	1,633	1.08	1.49	38.0	103
Foothill	4,463	4,201	2.74	3.83	39.8	104
Los Angeles Trade Tech	1,345	1,317	0.82	1.20	46.3	105
Golden West	1,306	1,689	0.80	1.54	92.5	106
Ohlone	1,668	2,995	1.02	2.73	167.6	107
TOTAL	162,982	109,746	100.01	100.03		

from the largest loss to the largest gain. Feather River College would have the largest reduction in its share of the state total (33.3 percent), and Ohlone College would have the greatest gain (167.6 percent). A total of 64 colleges would have a reduction in their share. Another 6 would have no change, and the remaining 37 would have an increase. A few (6) would have very large increases (more than 30 percent).

Colleges that have relatively large numbers of students in the categories with the largest changes in their weights would be most affected. Because the weight for hearing impaired students would more than double, colleges with large proportions of students in this category would experience large gains. For example, 254 out of Ohlone College's 521 DSP&S students (48.8 percent) were hearing impaired. Similarly, 122 out of Golden West College's 484 DSP&S students (25.2 percent) were hearing impaired (Table 16).

Table 16—Percentage of Students With Hearing Impairment

Rank order	College	District	Students		Percent hearing
			Hearing	Total	
1	Feather River	Feather River	0	124	0.0
2	Crafton Hills	San Bernardino Valley	0	229	0.0
3	Napa	Napa Valley	10	2,301	0.4
4	Coastline	Coast	5	575	0.9
5	Taft	West Kern	1	112	0.9
6	Lassen	Lake Tahoe	3	315	1.0
7	Contra Costa	Contra Costa	5	503	1.0
8	Columbia	Yosemite	3	277	1.1
9	Merritt	Peralta	4	337	1.2
10	Los Angeles City	Los Angeles	16	1,269	1.3
11	Los Angeles Harbor	Los Angeles	5	395	1.3
12	Los Angeles Southwest	Los Angeles	2	158	1.3
13	San Mateo	San Mateo	9	669	1.3
14	Cabrillo	Cabrillo	24	1,575	1.5
15	Cerro Coso	Kern	6	393	1.5
16	Butte	Butte	15	980	1.5
17	Canada	San Mateo	5	303	1.7
18	Gavilan	Gavilan	12	717	1.7
19	Allan Hancock	Allan Hancock	14	784	1.8
20	Porterville	Kern	10	550	1.8
21	Siskiyou	Siskiyou	6	312	1.9
22	Merced	Merced	15	776	1.9
23	Los Medanos	Contra Costa	6	272	2.2
24	San Diego Miramar	San Diego	59	2,594	2.3
25	Las Positas	Chabot-Las Positas	6	257	2.3
26	Moorpark	Ventura County	22	941	2.3
27	Santa Barbara City	Santa Barbara	20	804	2.5
28	Cuesta	San Luis Obispo	20	797	2.5
29	Solano	Solano County	16	608	2.6
30	Fullerton	North Orange	31	1,166	2.7
31	West Hills	West Hills	5	188	2.7
32	Mira Costa	Monterey Peninsula	11	413	2.7
33	Cuyamaca	Grossmont-Cuyamaca	5	186	2.7
34	Grossmont	Grossmont-Cuyamaca	14	519	2.7
35	Marin	Marin	41	1,508	2.7
36	Redwoods	Redwoods	34	1,213	2.8
37	De Anza	Foothill	52	1,850	2.8
38	Hartnell	Hartnell	13	451	2.9
39	Skyline	San Mateo	12	395	3.0
40	Alameda	Peralta	13	425	3.1

Table 16—Percentage of Students With Hearing Impairment—Continued

Rank order	College	District	Students		Percent hearing
			Hearing	Total	
41	Southwestern	Southwestern	19	610	3.1
42	Lake Tahoe	Lake Tahoe	14	434	3.2
43	Sierra	Sierra	29	898	3.2
44	Ventura	Ventura County	30	909	3.3
45	Shasta	Shasta	26	786	3.3
46	Sacramento City	Los Rios	32	967	3.3
47	Long Beach City	Long Beach	43	1,288	3.3
48	Chabot	Chabot-Las Positas	19	546	3.5
49	Cosumnes River	Los Rios	16	459	3.5
50	Diablo Valley	Contra Costa	37	1,047	3.5
51	Los Angeles Mission	Los Angeles	12	338	3.6
52	Santa Monica	Santa Monica	34	927	3.7
53	Irvine Valley	South Orange Co.	13	350	3.7
54	East Los Angeles	Los Angeles	20	538	3.7
55	Desert	Desert	11	294	3.7
56	Monterey Peninsula	Monerey	23	584	3.9
57	Chaffey	Chaffey	52	1,315	4.0
58	Modesto Junior	Yosemite	42	1,057	4.0
59	Orange Coast	Coast	32	791	4.0
60	West Los Angeles	Los Angeles	12	294	4.1
61	Palo Verde	Palo Verde	3	71	4.2
62	San Diego City	San Diego	27	631	4.3
63	Los Angeles Valley	Los Angeles	46	1,040	4.4
64	American River	Los Rios	83	1,822	4.6
65	Evergreen Valley	San Jose	12	261	4.6
66	Mission	West Valley Mission	11	233	4.7
67	Compton	Compton	3	63	4.8
68	Sequoias	Sequoias	32	672	4.8
69	San Jose City	San Jose	19	398	4.8
70	Bakersfield	Kern	43	889	4.8
71	Citrus	Citrus	22	454	4.8
72	Victor Valley	Victor Valley	30	593	5.1
73	Antelope Valley	Antelope Valley	31	608	5.1
74	Saddleback	South Orange Co.	56	1,048	5.3
75	Palomar	Palomar	41	746	5.5
76	Glendale	Glendale	87	1,576	5.5
77	Imperial Valley	Imperial	25	452	5.5
78	San Bernardino Valley	San Bernardino Valley	26	466	5.6
79	Cerritos	Cerritos	53	914	5.8
80	Cypress	North Orange	23	387	5.9

Table 16—Percentage of Students With Hearing Impairment—Continued

Rank order	College	District	Students		Percent hearing
			Hearing	Total	
81	Fresno City	State Center	63	1,051	6.0
82	Vista	Peralta	23	377	6.1
83	Yuba	Yuba	39	629	6.2
84	San Joaquin Delta	San Joaquin Delta	69	1,112	6.2
85	Mt. San Jacinto	Mt. San Jacinto	21	336	6.3
86	Mt. San Antonio	Mt. San Antonio	82	1,285	6.4
87	Canyons	Santa Clarita	12	184	6.5
88	Reedley	State Center	19	280	6.8
89	Rio Hondo	Rio Hondo	28	410	6.8
90	Copper Mt.	Copper Mt.	5	72	6.9
91	Oxnard	Ventura County	37	531	7.0
92	West Valley	West Valley Mission	52	746	7.0
93	El Camino	El Camino	68	959	7.1
94	Santa Rosa Junior	Sonoma County	95	1,306	7.3
95	Barstow	Barstow	3	41	7.3
96	Mendocino	Mendocino	11	149	7.4
97	Pasadena City	Pasadena	66	847	7.8
98	San Francisco City	San Francisco	150	1,882	8.0
99	Foothill	Foothill	210	2,609	8.0
100	Santa Ana	Rancho Santiago	93	1,060	8.8
101	Riverside	Riverside	94	907	10.4
102	Los Angeles Trade Tech	Los Angeles	74	688	10.8
103	San Diego Mesa	San Diego	81	730	11.1
104	Los Angeles Pierce	Los Angeles	90	760	11.8
105	Laney	Peralta	53	436	12.2
106	Golden West	Coast	122	484	25.2
107	Ohlone	Fremont-Newark	254	521	48.8
	TOTAL		3,653	76,389	4.8

Appendix A: List of Task Force Members

Joy Cook

DSPS Coordinator
Glendale College
1599 N. Verdugo Rd.
Glendale, CA 92108-2894
(818) 240-1000 Ext.5449
(818) 240-1345 FAX
Email: joycook@glendale.cc.ca.us

Kathleen Doorly

DSPS Coordinator
San Diego Miramar College
10440 Black Mountain Road
San Diego, CA 92126-2999
(619) 536-7212
(619) 536-4302 FAX
Email: kdoorly@sdccd.cc.ca.us

Patricia Flores-Charter

DSPS Coordinator
Southwestern College
900 Otay Lakes Road
Chula Vista, CA 91910-7297
(619) 482-6379
(619) 482-6313 FAX
Email: pflores@swc.cc.ca.us

Jon James

DSPS Coordinator
American River College
4700 College Oak Drive
Sacramento, CA 95841-4266
(916) 484-8791
(916) 484-8888 FAX
Email: jamesj@lrccd.arc.cc.ca.us

Mary Lewis

DSPS Manager
San Diego CCD
3375 Camino del Rio South, Suite 27
San Diego, CA 92108-3883
(619) 584-6983
(619) 584-6534 FAX
Email: mlewis@sdccd.cc.ca.us

Janet Shapiro

DSPS Coordinator
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109-2394
(805) 965-9571 Ext. 2365
(805) 963-7222 FAX
Email: shapiro@sbcc.net

Chancellor's Office Staff

Scott Hamilton

DSPS Coordinator
Chancellor's Office
1102 Q Street
Sacramento, CA 95814
(916) 327-5892
(916) 327-8232 FAX
Email: shamilton@cc1.cccco.edu

Jeanine Updyke

Program Assistant
Chancellor's Office
1102 Q Street
Sacramento, CA 95814
(916) 323-5957
(916) 327-8232 FAX
Email: jupdyke@cc1.cccco.edu

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Appendix B: Aggregation of Provider Categories

PROGRAM ADMINISTRATOR/COORDINATOR

Assistant Dean
Associate Dean
Department Chair
DSPS Coordinator

COUNSELORS

Counselor
Speech Therapist

LD SPECIALISTS

LD Specialist
LD Specialist/Counselor
LD Specialist/Instructor

DEAF SPECIALISTS

Coordinator/Deaf Services
Deaf/Hearing Impairments Teacher Specialist

PROGRAM ASSISTANTS/ADVISORS/AIDES

Accommodations Specialist
Career Development Specialist
Communication Impairments
Computer Lab Tech
Disabled Student Tech
DSPS Specialist
High Tech Computer Lab
High Tech Specialist

Intern
Job Developer
LD Paraprofessional
Learning Skills Specialist
Program Advisor
Program Assistant
Psych Specialist
Psychology Intern
Staff Assistant
Student Services Assistant
Supervisor

INSTRUCTORS

Adapted Computer Instructor
Adapted PE Specialist
Adaptive Computer Specialist
Instructor
PE Instructor
Self Aid Instructor
Teacher Specialist
Teacher Specialist/Communication

INSTRUCTIONAL ASSISTANTS/AIDES

Instructional Aide
Instructional Assistant
Instructional Lab Tech

CLERICAL STAFF

Cal Works
Clerical
Clerk
Educational Technician
Office Assistant

Psychology Clerks
Senior Clerk
Tech Assistants
Work Ability Clerk

INSTRUCTIONAL SUPPORT SERVICE PROVIDERS

TUTORS

Tutor

NOTETAKERS

Notetaker

READERS

Reader

TRANSCRIBERS

Transcriber

INTERPRETERS

Interpreter
Interpreter Coordinator
Interpreter Specialist
Interpreting Service
Lead Interpreter
Senior Interpreter

PROCTORS

Proctor
Test Accommodation Proctor

CAPTIONISTS

Captioning Service

Captionist

ACCOMMODATION/MOBILITY AIDES

Accommodation

Mobility Aide

STUDENT WORKERS NOT INCLUDED ABOVE

Federal Work Study

Student Assistant

Student Employee

VA Workstudy

Volunteer

Appendix C: Data Collection Instruments and Instructions

Initial Record

Student ID

First name

M.I.

Last name

Enrollment Status	Spring 1999		Summer 1999		Fall 1999	
	Yes	No	Yes	No	Yes	No
Enrollment in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credit enrollment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New to DSPTS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Verification

Eligibility determined by
(or to be determined by)

Today's Date

	/		/	19
Month	Date	Year		

Primary Disability
(select ONLY one)

All Disabilities
(select all that apply)

Not determined

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Vision *(Select only one)*

Blind

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Low vision

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Hearing *(Select only one)*

Deaf

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Hard of hearing

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Deaf/blind

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Speech/Language Impairment

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Learning Disability (LD)

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Devel. Delayed Learner (DDL)

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Acquired Brain Injury (ABI)—*No other disability should be entered unless unrelated to the brain injury*

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Mobility

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Psychiatric

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

"Other" categories for disabilities:

ADD/ADHD

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Autism

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Environmental Sensitivity Syndrome

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Health

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Short Stature

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Tourette's Syndrome

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Other ...

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Entered in database by _____ date _____

Student Service Record

Student ID

Today's Date

 / / 19

First name

Month

Date

Year

M.I.

Last name

Service Provider

DSPS Services

Counseling/Advising

Time Spent

- | | | | | |
|---|--|-------|----------------------|---------|
| 1 | Provide disability-related counseling/advising | _____ | <input type="text"/> | minutes |
| 2 | Provide vocational counseling/advising | _____ | <input type="text"/> | minutes |
| 3 | Develop student contract | _____ | <input type="text"/> | minutes |

Eligibility Determination

- | | | | | |
|---|---|-------|----------------------|---------|
| 4 | Assess for Learning Disability (LD) eligibility | _____ | <input type="text"/> | minutes |
| 5 | Assess for Devel. Delayed Learner (DDL) eligibility | _____ | <input type="text"/> | minutes |
| 6 | Assess for DSPS eligibility other than LD or DDL | _____ | <input type="text"/> | minutes |
| 7 | Review external documentation to verify eligibility for DSPS services | _____ | <input type="text"/> | minutes |

Enrollment Support

- | | | | | |
|---|---------------------------------|-------|----------------------|---------|
| 8 | Provide registration assistance | _____ | <input type="text"/> | minutes |
| 9 | Provide DSPS orientation | _____ | <input type="text"/> | minutes |

Specialized Instruction

- | | | | | |
|----|----------------------------|-------|----------------------|---------|
| 10 | Individualized instruction | _____ | <input type="text"/> | minutes |
|----|----------------------------|-------|----------------------|---------|

Referrals/Liaison

- | | | | | |
|----|---------------------------------------|-------|----------------------|---------|
| 11 | Refer to campus services | _____ | <input type="text"/> | minutes |
| 12 | Provide liaison to campus services | _____ | <input type="text"/> | minutes |
| 13 | Refer to community services | _____ | <input type="text"/> | minutes |
| 14 | Provide liaison to community services | _____ | <input type="text"/> | minutes |

Support Services

Instructional Support

- | | | | | |
|----|---|-------|----------------------|---------|
| 15 | Tutoring | _____ | <input type="text"/> | minutes |
| 16 | Notetaking | _____ | <input type="text"/> | minutes |
| 17 | Reading | _____ | <input type="text"/> | minutes |
| 18 | Transcribing | _____ | <input type="text"/> | minutes |
| 19 | Interpreting | _____ | <input type="text"/> | minutes |
| 20 | Test-taking accommodation proctoring | _____ | <input type="text"/> | minutes |
| 21 | Captioning | _____ | <input type="text"/> | minutes |
| 22 | Mobility assisting | _____ | <input type="text"/> | minutes |
| 23 | Equipment loan (instruction/processing) | _____ | <input type="text"/> | minutes |
| 24 | Alternative text formatting—Braille | _____ | <input type="text"/> | minutes |
| 25 | Alternative text formatting—electronic | _____ | <input type="text"/> | minutes |
| 26 | Other | _____ | <input type="text"/> | minutes |

Entered in database by _____ date _____

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DSP&S WORKLOAD STUDY

INSTRUCTIONS FOR PAPER FORMS

Initial Record

Student Service Record

REVISED

December 1998

Prepared by

**Susan P. Choy
MPR ASSOCIATES, INC.
2150 Shattuck Ave., Suite 800
Berkeley, CA 94704
510-849-4942
schoy@mprinc.com**

BACKGROUND

California's 106 community colleges serve more than 75,000 students with disabilities annually. Each campus has a Disabled Students Programs and Services (DSP&S) office that provides support services, specialized instruction, and education accommodations for students with disabilities. State funds for these services are distributed to colleges using an allocation formula approved by the Board of Governors in 1989. The formula assigns weights to students with different disabilities to reflect the relative costs of serving students with those disabilities.

Over the past few years, concern has emerged that the weights used in the formula do not accurately reflect the relative costs of serving students with different types of disabilities. A Workload Task Force convened in 1995 recommended that the Chancellor's Office collect data from a sample of 10 colleges to use as a basis for evaluating the weights. In 1998, the Chancellor's Office contracted with MPR Associates, a Berkeley research and consulting firm, to develop data collection software and train DSP&S staff in the use of the software.

This software has now been developed and was pilot tested in November 1998. During the pilot test, participating colleges collected data on all services provided to students. Adjustments were made to the data collection procedures and database program based on this experience. Participating colleges will collect data on all student service contacts during the spring, summer, and fall of 1999. These data will then be analyzed to determine the relative costs of serving students with different disabilities. If the analysis so warrants, the Chancellor's Office will then recommend appropriate changes in the weights.

OVERVIEW OF THE DATA COLLECTION PROCEDURES

The objective of the data collection is to record every service provided to a DSP&S student during the data collection period. DSP&S staff will be asked to complete a "Student Service Record" form each time he or she meets with a student or spends time on a task related to a specific student, such as arranging for services, coordinating with faculty, or reviewing assessment results. Auxiliary aides, such as notetakers and interpreters, will also be asked to record the time they spent assisting specific students. Once collected, this information, combined with salary data, will be analyzed to determine the relative costs of serving students

with different types of disabilities. It is therefore crucial that DSP&S staff record ALL student services. If they do not, the cost of providing DSP&S services will be underestimated.

The data collection system has been set up so that individuals providing services record the information on forms. Data entry clerks will then enter the information from the forms into a computer database later. Separate instructions are being provided for using the database. The database was created in Filemaker Pro, but no knowledge of this software is necessary to perform the data entry. The data entry screens on the computer correspond to the paper forms, so no interpretation of the information recorded on the forms is needed. Therefore, no special knowledge of DSP&S is necessary to perform the data entry.

Access to the database is protected by passwords. Only authorized data entry personnel can access or add students or information to the database. To protect the integrity of the database, once service records are entered they cannot be changed. However, if someone discovers a record is incorrect, it can be marked as invalid and will be ignored during the analysis. A new, correct record should then be entered. As a final precaution, please save all the paper forms as backup.

GETTING STARTED

At each participating college, the DSP&S Coordinator or a data collection coordinator they designate will be responsible for training DSP&S staff and auxiliary aides to use the forms, monitoring them to ensure that they are recording all student services, and training and supervising data entry clerks.

The primary data collection forms are as follows:

- 1) **Initial Record**—This form is used to create a record in the database for a DSP&S student. It is the database's source of information on the student's name, ID number, enrollment, and disabilities. No service contacts can be recorded until this information is entered. A sample of this form and instructions for completing it are attached. It is completed only once for each student. It may, however, be updated if necessary.
- 2) **Student Service Record**—This form is used to record services provided to students (such as counseling or notetaking) and time spent on tasks related to specific students (such as reviewing documentation or coordinating with faculty). A sample of this form and instructions for completing it are attached. DSP&S staff should fill in one of these forms EACH time they provide a student service. Auxiliary aides should fill in one for each student they have assisted when they turn in their timesheets showing the total number of minutes they assisted the student during the time period (e.g. a week or month). There is no need to record casual contacts with classified staff such as occur when a student comes in to ask a question, make an appointment, or obtain a parking permit.

Other data collection responsibilities:

Special Class Logs—You will need to collect all special class logs at the time of the second census. Data entry clerks can enter participation of DSP&S students into the database directly from the log. Instructions for doing so are included in the instructions for using the database. Special class participation by students who are not verified as eligible for DSP&S services will be ignored.

Salaries—At the end of the spring, summer, and fall data collection periods, before you send in your data, you will be asked to complete the Salary Data form in the computer database. The database can generate a form with a list of all staff and auxiliary aides (or auxiliary aide categories) who completed Student Service Record. Instructions for completing this form are included in the instructions for using the database. You will be able to print out this form to work on it if you wish.

Transportation—Transportation service records will not be entered into the database. To determine the cost of providing such services, we will obtain information from the DSP&S Coordinator on the total cost of providing transportation services and then divide this by the number of mobility impaired students to obtain an estimate of the average cost per student for this service. We will ask for this information next summer.

HELP

If you need help with data collection procedures, please contact:

Susan Choy
MPR Associates, Inc.
Phone: 510-849-4942
Fax: 510-849-0794
E-mail: schoy@mprinc.com

If you have problems using the database, please contact Stacie Chun or Farhad Nouri at MPR Associates. They may be reached at the phone and fax numbers listed above or via e-mail:
schun@mprinc.com
fnouri@mprinc.com

SCHEDULE

January 1, 1999	Revised instructions and software distributed to participating colleges.
January to December 1999	Full-scale data collection.
June 30, 1999	Colleges submit spring data to MPR Associates.
July and August 1999	Preliminary data analysis.
September 15, 1999	Colleges submit summer data to MPR Associates.

December 31, 1999

Colleges submit fall data to MPR Associates.

January 2000

Final data analysis begins.

Spring 2000

Final report prepared and Task Force makes recommendations regarding weights.

Initial Record

Student ID

First name

M.I.

Last name

Enrollment Status	Spring 1999		Summer 1999		Fall 1999	
	Yes	No	Yes	No	Yes	No
Enrollment in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credit enrollment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New to DSPTS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Verification

Eligibility determined by
(or to be determined by)

Today's Date

 / /

Month Date Year

	Primary Disability <small>(select ONLY one)</small>	All Disabilities <small>(select all that apply)</small>
Not determined	<input type="checkbox"/>	<input type="checkbox"/>
Vision <i>(Select only one)</i>		
Blind	<input type="checkbox"/>	<input type="checkbox"/>
Low vision	<input type="checkbox"/>	<input type="checkbox"/>
Hearing <i>(Select only one)</i>		
Deaf	<input type="checkbox"/>	<input type="checkbox"/>
Hard of hearing	<input type="checkbox"/>	<input type="checkbox"/>
Deaf/blind	<input type="checkbox"/>	<input type="checkbox"/>
Speech/Language Impairment	<input type="checkbox"/>	<input type="checkbox"/>
Learning Disability (LD)	<input type="checkbox"/>	<input type="checkbox"/>
Devel. Delayed Learner (DDL)	<input type="checkbox"/>	<input type="checkbox"/>
Acquired Brain Injury (ABI)— <i>No other disability should be entered unless unrelated to the brain injury</i>	<input type="checkbox"/>	<input type="checkbox"/>
Mobility	<input type="checkbox"/>	<input type="checkbox"/>
Psychiatric	<input type="checkbox"/>	<input type="checkbox"/>
"Other" categories for disabilities:		
ADD/ADHD	<input type="checkbox"/>	<input type="checkbox"/>
Autism	<input type="checkbox"/>	<input type="checkbox"/>
Environmental Sensitivity Syndrome	<input type="checkbox"/>	<input type="checkbox"/>
Health	<input type="checkbox"/>	<input type="checkbox"/>
Short Stature	<input type="checkbox"/>	<input type="checkbox"/>
Tourette's Syndrome	<input type="checkbox"/>	<input type="checkbox"/>
Other ...	<input type="checkbox"/>	<input type="checkbox"/>

Entered in database by _____ date _____

INITIAL RECORD

INSTRUCTIONS

This form is used to create a record in the database for an individual student. No service contacts can be recorded until this information is entered. It is the database's source of information on the student's name, ID number, enrollment, and disabilities.

If you attempt to enter information on services provided before a student record is created, you will be prompted to create a student record first.

For students whose eligibility for DSP&S services was established prior to the beginning of this data collection, the form can be completed along with the first Student Contact Record when prompted by the database for this information. Alternatively, you may create student records for all active DSP&S students prior to entering any Student Contact Records. (If any of these students receive no services during the data collection period, they will be excluded from the analysis.)

All information on the Initial Record can be updated or corrected after the record is entered EXCEPT the student ID number. (If this were to be changed mid-data collection, we would have two partial records of services, making it look as if you were serving two students at a fraction of the cost each, which would be highly inaccurate.) If you enter a number incorrectly, you will probably discover this when you try to enter a Student Service Record with the correct ID. If the ID is incorrect on the Initial Record, mark the "Invalid Record" box and create a new Initial Record with the correct ID. If you should discover well into the data collection that you have two partial records for one student, make a note of the IDs and let us know at the end. We can combine the records for the analysis.

Student ID and Name	Enter the ID number assigned by the college and the student's name as it appears on the student's ID card.
Enrollment in college	Check the appropriate box to indicate whether the student is enrolled in the college. This information must be updated each term.
Credit enrollment	If a student is enrolled in any credit classes, check "yes." If the student is enrolled only in noncredit classes, check "no." If a student is enrolled in both credit and noncredit classes, check "yes." This information must be updated each term.
New to DSP&S	Check the appropriate box to indicate whether the student is a new to DSP&S. If a student is a continuing student at the college but seeking DSP&S services for the first time, the student is considered a new DSP&S student. This information must be updated each term.
Today's date	Record the date the form is filled in.
Eligibility determined by	Record the name of the DSP&S staff person who verified the eligibility of the student for DSP&S services. If eligibility has not yet been determined, record the name of the person who will be responsible for eventually verifying the disability

Primary disability	Check ONE box indicating the student's primary disability. Note that vision, hearing, and "other" have been subcategorized. Check the subcategory that most closely describes the student's primary disability. If the student's disability is not yet verified, check "Not determined." When the disability is verified, update the record.
All disabilities	Check all disabilities verified for the student. When a student has an acquired brain injury (ABI) as the primary disability, there should be no other disabilities entered unless they are unrelated to the brain injury.

UPDATING DATA ON DISABILITIES

Not Determined

All students who start with a "Not determined" disability must have a primary disability identified before the end of the term or they will not be counted in the analysis. At the end of the term, you can use the database to generate a list of all students in the "not determined" category so you can go back and update them.

Change in Disability Status

If a student's primary disability changes during the term or the student has an additional disability verified you may change the category. But—remember that, in the analysis, the student will be treated as having the final recorded disability (or disabilities). Thus, you should use your judgment as to whether or not to update the record. The recorded disabilities should be the ones that best reflect the services actually provided during the term. For example, suppose you are serving an LD student with a secondary mobility disability (e.g. carpal tunnel syndrome) that is not verified until May. If you have been making accommodations all term for the mobility disability, you should update the record. If you have not, then do not update it, because the costs recorded for the term most accurately reflect the cost of serving an LD student, not an LD student with another disability.

Student Service Record

Student ID

Today's Date

 / / 19

First name

Month

Date

Year

M.I.

Last name

Service Provider

DSPS Services

Counseling/Advising

Time Spent

- | | | | |
|---|--|----------------------|---------|
| 1 | Provide disability-related counseling/advising | <input type="text"/> | minutes |
| 2 | Provide vocational counseling/advising | <input type="text"/> | minutes |
| 3 | Develop student contract | <input type="text"/> | minutes |

Eligibility Determination

- | | | | |
|---|---|----------------------|---------|
| 4 | Assess for Learning Disability (LD) eligibility | <input type="text"/> | minutes |
| 5 | Assess for Devel. Delayed Learner (DDL) eligibility | <input type="text"/> | minutes |
| 6 | Assess for DSPS eligibility other than LD or DDL | <input type="text"/> | minutes |
| 7 | Review external documentation to verify eligibility for DSPS services | <input type="text"/> | minutes |

Enrollment Support

- | | | | |
|---|---------------------------------|----------------------|---------|
| 8 | Provide registration assistance | <input type="text"/> | minutes |
| 9 | Provide DSPS orientation | <input type="text"/> | minutes |

Specialized Instruction

- | | | | |
|----|----------------------------|----------------------|---------|
| 10 | Individualized instruction | <input type="text"/> | minutes |
|----|----------------------------|----------------------|---------|

Referrals/Liaison

- | | | | |
|----|---------------------------------------|----------------------|---------|
| 11 | Refer to campus services | <input type="text"/> | minutes |
| 12 | Provide liaison to campus services | <input type="text"/> | minutes |
| 13 | Refer to community services | <input type="text"/> | minutes |
| 14 | Provide liaison to community services | <input type="text"/> | minutes |

Support Services

Instructional Support

- | | | | |
|----|---|----------------------|---------|
| 15 | Tutoring | <input type="text"/> | minutes |
| 16 | Notetaking | <input type="text"/> | minutes |
| 17 | Reading | <input type="text"/> | minutes |
| 18 | Transcribing | <input type="text"/> | minutes |
| 19 | Interpreting | <input type="text"/> | minutes |
| 20 | Test-taking accommodation proctoring | <input type="text"/> | minutes |
| 21 | Captioning | <input type="text"/> | minutes |
| 22 | Mobility assisting | <input type="text"/> | minutes |
| 23 | Equipment loan (instruction/processing) | <input type="text"/> | minutes |
| 24 | Alternative text formatting—Braille | <input type="text"/> | minutes |
| 25 | Alternative text formatting—electronic | <input type="text"/> | minutes |
| 26 | Other | <input type="text"/> | minutes |

Entered in database by _____ date _____

STUDENT SERVICE RECORD

INSTRUCTIONS

- Who should use** All *DSP&S staff members* (other than clerical staff) who work directly with students (e.g. counseling) or perform tasks related to specific students. Such tasks might include, for example, gathering documentation to verify a disability, consulting with faculty, or coordinating with off-campus agencies.
- Auxiliary aides* (such as tutors, notetakers, interpreters, etc.) who provide instructional support to students.
- When** *DSP&S staff members*: Complete a Student Service Record form each time you meet with a student or spend time on a task that is related to a specific student. Remember, if you do not record *each* contact, the cost of providing DSP&S services will be underestimated.
- If multiple services are provided in one session or on one day, you may record all of them on the same form. For example, if you spend 30 minutes with the student developing the student contract, then 30 minutes providing the student with general disability-related counseling, then 30 minutes after the student leaves assembling documentation to include in the contract, you may record the time spent on each of these activities on one form.
- When services are provided to students in groups, the total time should be allocated among the participating students. For example, if a 60-minute orientation session is given to 6 students at once, a form should be filled for each of the 6 students, showing 10 minutes for each student.
- Auxiliary aides*: Complete a separate Student Service Record form for each student you assist. Complete the forms weekly or monthly, as instructed by DSP&S staff.
- How** Enter the student's ID number and name and the date you are completing the form.
- DSP&S staff members*: Write your name in the Service Provider box. Record the type of service provided and the amount of time spent delivering the service. Examples of what belongs in each service and support category are provided below.
- Auxiliary aides*: Write your name or your title (e.g. tutor), whichever you have been directed to do, in the Service Provider box. Record the total number of minutes that you assisted the student during the period (day, week, etc.).

Service category examples:

Counseling

- 1 *Disability-related counseling/advising*

All time spent counseling or advising the student EXCEPT when specifically related to vocational counseling or development of the student contract (these counseling sessions are recorded in separate categories). Disability-related counseling sessions might include, for example, discussing with the student (or family members) the appropriateness of enrollment in the college and the nature of DSP&S services; assessing the student to determine the functional educational level; discussing specific services the student is receiving or is going to receive; counseling the student about relationships with faculty and other students; and working with the student on self advocacy skills.

Time spent arranging for instructional support services for the student such as interpreters, readers, or notetakers.

Time spent arranging for special test-taking accommodations for the student.

Time spent referring the student to other DSP&S services.
- 2 *Vocational counseling/advising*

Time spent counseling or advising the student on matters related to the transition to employment.
Time spent assessing the student to determine vocational abilities.
- 3 *Student contract*

Time spent in meetings with the student specifically related to developing or updating the educational contract.
Time spent working on the contract when the student is not present.

Eligibility Determination

- 4 *Assess for Learning Disability (LD) eligibility*

Time spent assessing the student for presence of a learning disability, including giving tests, interviewing the student, and explaining the assessment results.
- 5 *Assess for Developmentally Delayed Learner (DDL) eligibility*

Time spent assessing the student for presence of developmental delay, including giving tests, interviewing the student, and explaining the assessment results.
- 6 *Assess for disability other than LD or DDL*

Time spent by staff *paid with DSP&S funds* assessing the presence of any disability other than LD or DDL. Do not include time spent by staff paid by the college.

- 7 *Review external documentation to verify eligibility for DSP&S services* Time spent reviewing documentation provided by agencies or certified or licensed professionals outside DSP&S, including follow-up calls and contacts to determine the student's eligibility for DSP&S services.

Enrollment Support

- 8 *Provide registration assistance* Time spent by DSP&S staff assisting the student with registration procedures, priority enrollment, application for financial aid, or other college services. (If auxiliary aides such as interpreters assist with registration, their time should be recorded under "Instructional Support".)
- 9 *Provide DSP&S orientation* Time spent orienting the student to DSP&S programs and services or providing specialized orientation to the college and community.

Specialized instruction

- 10 *Individualized Instruction* Time spent by a specialist giving instruction to a student to teach a skill, to teach academic strategies (e.g. learning, test-taking, studying, time management), to provide job coaching, or to provide speech services. (NOTE: time spent with a student advising them on social skills, such as dealing with faculty, other students, or student organizations should be recorded under counseling/advising.)

Referrals/Liaison

- 11 *Refer to campus services* Time spent determining what the student's needs are and referring the student to appropriate campus services. NOTE: Referrals to services within DSP&S should be recorded under counseling/advising rather than here.
- 12 *Liaison to campus services* Time spent working with other campus service providers to meet the needs of the student—e.g. arranging for special supplies or equipment, consulting on modifications of facilities or equipment, or working with faculty regarding accommodations.
Time spent on related follow-up activities and coordinating with campus service providers.
- 13 *Refer to community services* Time spent determining what the student's needs are and referring them to appropriate community services, including Department of Rehabilitation, independent living centers or services, mental health services, etc.

- 14 *Liaison to community services* Time spent working with off-campus service providers to meet the needs of a disabled student—e.g. health care providers, rehabilitation agencies.
Time spent on related follow-up activities and coordinating with off-campus service providers.

Support Services Examples

Instructional Support

Total time (in minutes) spent providing services to the student or for the student during a period (e.g. week or month) to be determined by the college.

- 15 *Tutoring*
- 16 *Notetaking*
- 17 *Reading*
- 18 *Transcribing*
- 19 *Interpreting*
- 20 *Test-taking accommodation proctoring*
- 21 *Captioning*
- 22 *Mobility assisting*
- 23 *Equipment loan* Time spent checking out equipment, instructing the student how to use the equipment, and explaining policies and procedures regarding loans to the student.
- 24 *Alternative text formatting
—Braille* Time spent converting text to Braille.
- 25 *Alternative text formatting
—electronic* Time spent converting text electronically.
- 26 *Other* Time spent on any other activities related to assistive technology (e.g. photocopying to enlarge text, recording lectures).

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DSP&S Workload Database

*Version 1.1
Jan 1999*

*Designed and developed by:
Stacie Chun, schun@mprinc.com
Farhad Nouri, fnouri@mprinc.com*

*MPR Associates, Inc.
2150 Shattuck Ave.
Suite 800
Berkeley, CA 94704
510-849-4942*

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Installation

Minimum system requirements for installation are a

- PC with a minimum 486 processor running Windows 95 with a minimum of 16MB RAM, or a
- Macintosh Quadra running System 7.5 or better with a minimum of 16 MB RAM.
- FileMaker Pro 4.0 or better installed on hard drive

In the zipped file in your FTP directory or on the installation diskette the folder named "WORKLOAD" contains several files. The folder named "Info" contains documentation for the use of the database. The folder named "Backup" is where the database will store backup copies of its records. Five FileMaker Pro files comprise the database itself:

STUDENT.FP3
~ONECON.FP3
~SERVICE.FP3
~LOGS.FP3
~ADMIN.FP3

Each of these five files is linked together to form the database that you will be working with. Do not change the names of the files, or the database structure will be damaged. If the filenames are inadvertently changed, you must change them back to their original names.

From diskette

- 1 Insert the diskette into the disk drive.
- 2 Click the "Start" button, and then click "Run."
- 3 In the Open box, type, "xcopy a:*.* c: /s /v" (without the quotation marks), and click "OK."
- 4 Keep the floppy disk as a backup.

Downloading files from the Internet

- 1 Connect to the Internet using a browser such as Netscape.



Figure 1 Use your browser to access the Internet

- 2 Access the DSPS ftp site using your college name and ftp password. Enter your college name and password provided on the attached yellow sheet in the following format:

ftp://campusname:password@dsps.mprinc.com/DSPS/

The following screen then appears:

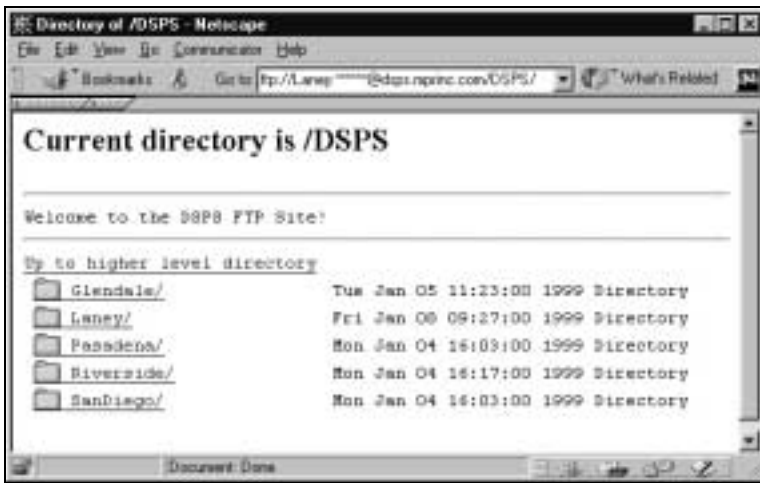


Figure 2 The DSPS FTP Site

- 3 Click on the directory for your college to open it. Your screen will look something like this:

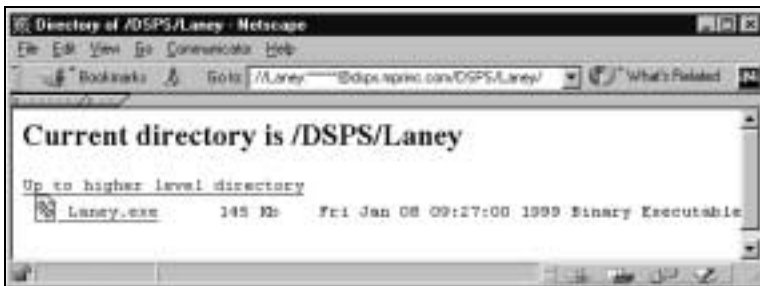


Figure 3 The file named Laney.exe is a compressed copy of Laney College's database.

If you click on the wrong college accidentally, you can move back to the previous directory by clicking Up to higher level directory, or the “Back” button on your browser

- 4 Double-click on the zipped file [yourcampusname.exe](#), to download the file to your hard drive. Your screen will look something like this:

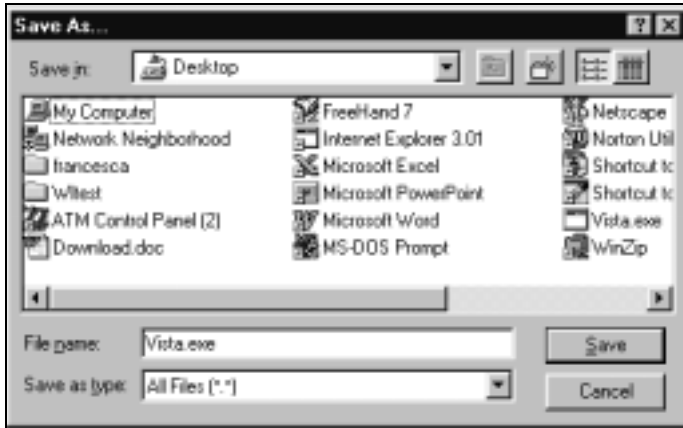


Figure 4 The Windows “Save As...” dialog

- 5 Save the file to your desktop by clicking “Save.”
- 6 Find the file on your desktop and double-click on it to decompress it. You will see the following screen:

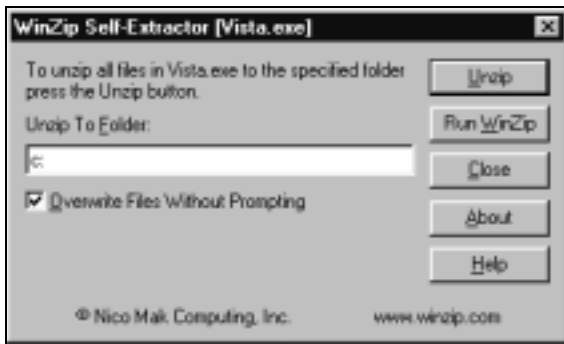


Figure 5 Save the files to your C: drive

- 7 To install the database on your local hard drive, make sure **C:** is typed in the "Unzip To Folder" box, then press the "Unzip" button. The folder on your C: drive will be called WORKLOAD.

NOTE: To install the database in another directory or on your network, please have your computer support staff contact Farhad Nouri (fnouri@mprinc.com) or Stacie Chun (schun@mprinc.com), (510) 849-4942.

OPTIONAL: To help you find the database on your computer, you can leave a shortcut icon to the database on your desktop. The files will be stored on your C: drive, but you can access them by clicking on the shortcut icon. To create the shortcut, locate the Workload folder on your C: drive, then right-click on the Workload folder and select "Send To...Desktop (create shortcut)." (Figure 6)

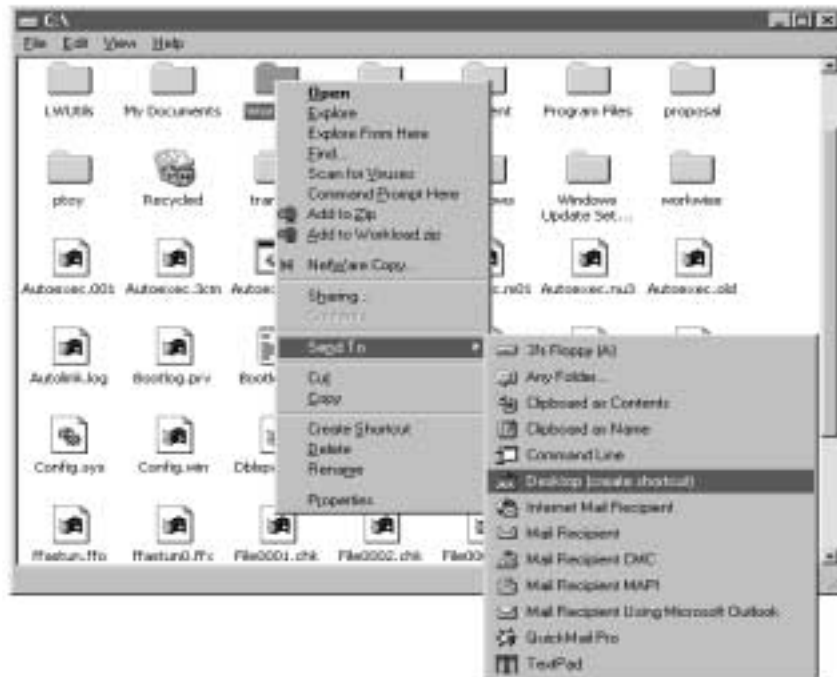


Figure 6 Creating a desktop shortcut to the database

Introduction

The parts of the database

File

A file is like a paper file folder that is filled with information on a single subject. This database is made up of five files which keep like information together and are linked together.

Record

Each file contains many records. There is one record for each student that holds all of that student's information.

Field

Each record contains many fields. A field is the individual component of the database, and holds one type of information for each record in the form of text or numbers. "Student ID," "First Name," "Last Name," and "Primary Disability" are examples of fields in the database.

Layout

A layout is a graphic screen in the database that allows you to view and enter information. There is a different layout in the database for each of the tasks you will perform. For example, you will use the main Student Profile layout to enter information from the Initial Contact Form, but you will move to the Utilities layout to make backups of your data and print out forms.

Opening the database

Double-click on the STUDENT.FP3 icon. FileMaker Pro will start up and ask you for your password. Enter your password and click on the “OK” button.

Passwords

Each person using the database will be assigned a password by the data entry supervisor for your school. When the database is opened by double-clicking on the STUDENT.FP3 file, FileMaker Pro will prompt you to enter a password (Figure 7). Type in your password and click “OK.” You can change your password by using the Utilities menu.



Figure 7 Opening the database requires a password

Logging On

For colleges collecting data for more than one campus, you will be prompted to enter your campus name and personal name each time you open the database. (Figure 8)

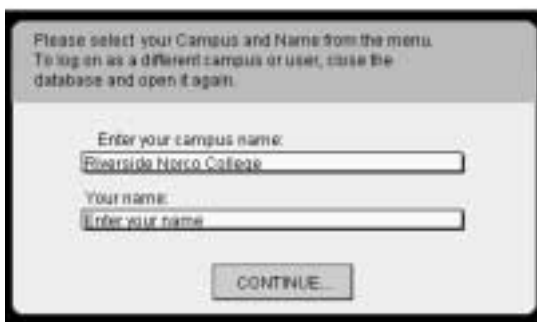


Figure 8 Campus and User Log On

- 1 Choose your campus name from the pull down menu.
- 2 Click “Enter your name” and choose “Edit...” Add your name to the menu and click “OK.”
- 3 Click “Enter your name” again to select your name from the menu.

7 Click “Continue...” to begin data entry.

If you are entering data for one campus only, to log on you will select your name from the menu, then click “Continue...” to begin data entry.

If you make a mistake entering the campus name or your name, or you have been entering data for one campus and want to then begin entering data for a different campus, close the database, open it again, and log in as a different campus or user.

Enrollment Status	Spring 1999		Summer 1999		Fall 1999	
	Yes	No	Yes	No	Yes	No
Enrollment in college	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credit enrollment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New to DSPS	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 9 Student Profile Layout

After logging in you will enter the Student Profile layout (Figure 9).

Buttons

Use the buttons at the bottom of your screen to adjust the view and navigate the database.

- Zoom In Magnifies the current layout.
- Zoom Out Reduces the current layout.
- Utilities Takes you to the Utilities layout. The section “Utilities” below explains the functions of this layout.
- Close Closes the database.

Data Entry

General data entry guidelines

- 1 Enter only the data in each field, with no extra spaces, punctuation, paragraph returns, etc.

- 2 Enter dates as month/date/year.
- 3 When adding a new name to a pull down menu, always make sure the name you want to add does not already appear on the list. Avoid having two menu names referring to a single person, such as “Martha Brown” and “Martha G. Brown.” Adding the names in alphabetical order will make data entry easier.
- 4 In the “Eligibility (to be) determined by” and “Service Provider” fields, add new names to the pull down menus with first and last names capitalized and separated by a space.

Entering initial records

Search

- 1 Search for an existing record by clicking the “Find/Add Student...” button (*Figure 10*).
- 2 Enter your search criteria in any of the highlighted fields.

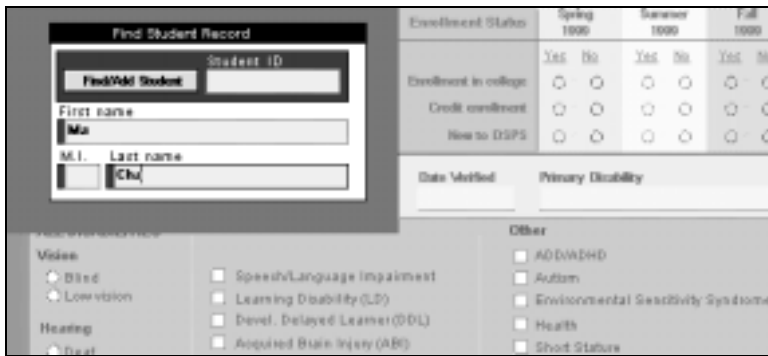


Figure 10 Searching for partial names

- 3 The database will search based on the Student ID Number, First Name, Middle Initial, and/or Last Name that you enter.
- 4 Click “Find/Add Student” again to execute the search.
 - The database will find exact matches for Student ID Numbers.
(entering 12345678 *will not* find the record for Student No. 123456789)
 - The database ignores hyphens and spaces in the Student ID No.
(searching for 123-45-6789 *will* find the record for Student No. 123456789)
 - The database will match partial names.
(searching for “Ma Cha” will find “Margaret Chascarillo,” as well as “Mary Charles”)
 - * (asterisk) is a wildcard that stands for zero or more characters in a search.
(searching for “*enny” will return “Benny,” “Jenny,” “Lenny,” “Penny,” etc.)

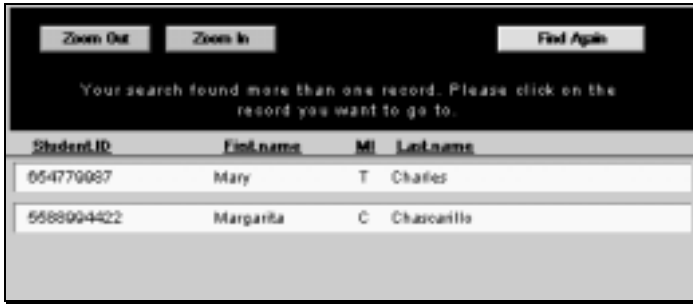


Figure 11 More than one matching record

If your search finds more than one matching record, the database will list all matches and allow you to select the correct record (Figure 11).

Adding a new record

- 1 If the search does not find a matching record, a dialog box will ask whether you want to modify your search or create a new record.
- 2 If you mis-entered the ID or name in a search, choose “Modify search,” and you will return to the find mode. Change your search criteria and click “Find/Add Student” again to execute the search.
- 3 Click “New Record” to add a student only if you are sure you have entered the search criteria correctly and a record does not already exist (Figure 12).

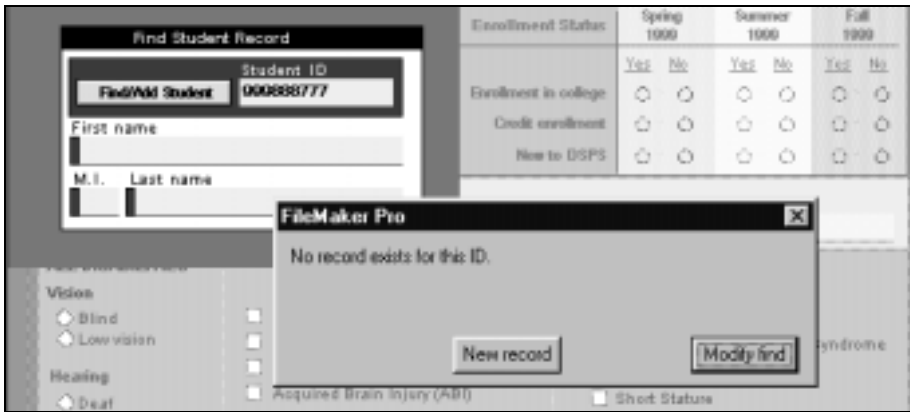


Figure 12 The search for this Student ID found no matching records.

- 4 Complete data entry for the remaining fields:

First Name	Enter first name
M.I.	Enter middle initial
Last Name	Enter last name
Enrollment Status	

Enrollment in college	Select "Yes" or "No." This field must be updated each semester.
Credit enrollment	Select "Yes" or "No." This field must be updated each semester.
New to DSPS	Select "Yes" or "No." This field must be updated each semester.
Primary Disability	Select the Primary Disability from the pull-down menu.
Eligibility (to be) determined by	Select the name of the person who verified the student's disability status. If the appropriate person's name is not included in the menu, select "Edit...." Type in the First and Last names of the person you want to add to the menu. Click the "OK" button, then select the new item from the menu.
Date Verified	Enter "Today's Date" from the form.
All Disabilities	Check off all disabilities that apply.
Service History	This area is for initiating and viewing counseling session records.

- 5 Initial and date the paper form when you complete entry of the student profile.
- 6 Check your work carefully—once you leave this record to find another student or enter a counseling session, the Student ID becomes permanent. If you need to change the ID number, you must exclude the record and replace it with a new student initial record. For instructions on how to exclude a record see the section below called "Excluding invalid records."
- 7 To enter another student initial record, begin with step 1 again.

Entering student service sessions

- 1 Find the student profile record for the student you will enter. If a record does not exist for a student, you must obtain his/her Initial Record form and enter it in the database before entering any counseling sessions.
- 2 Click "Enter New Session...."
- 3 You will move to the Student Service screen—the student ID and student name will already be entered into the session record (*Figure 13*).
- 4 Enter the Contact Date from "Today's Date" on the form.
- 5 Enter Service Provider from the form using the pull-down menu, adding a new name if necessary by choosing "Edit...."
- 6 Enter DSPS and Support services from the pull-down menus and the time spent on each service.
- 7 Check your work carefully before saving the session— after you click "Save & Return" and leave this Student Service session to find a student or enter another Student Service session, the session will be locked. If you have mis-entered data and the session is locked, you can exclude the session by following the directions below in the section called "Excluding invalid records."

- Initial and date the paper form when you complete entry of the counseling session.

The screenshot displays a software interface for entering student service sessions. It is divided into two main sections: 'DSPS SERVICES' and 'SUPPORT SERVICES'. On the left side, there is a form for student information: 'Student ID' (222222222222), 'Student Name' (Bill 9 Bishop), 'Contact Date' (16/01/1999), and 'Service provider' (a pull-down menu currently showing 'Tutor'). Below this form are 'Delete' and 'Save & Return...' buttons. The 'DSPS SERVICES' section contains a table with columns 'Service provided' and 'Time spent', with five empty rows. The 'SUPPORT SERVICES' section contains a similar table with columns 'Service provided/authorized' and 'Time spent', also with five empty rows.

Figure 13 Using a pull-down menu to enter a student service session

Excluding invalid entries

When you finish entering information from a form, check your work carefully before moving on. When entering an Initial Record, the Student ID number will become permanent when you find a new student, enter a student service session, or go to another screen. When you enter a student service session, the session becomes permanent when you click on the “Save & Return” button. Before you click on the “Save & Return” button, you can use the “Delete” button to clear the entire session and return to the main student record.

If you have incorrectly entered a Student ID number or a service session, you can exclude the entry and create a new one containing the correct information.

- 1 Click on the checkbox marked "Exclude This Entry" located in the lower left hand corner of each of the screens where you enter Initial Records (*Figure 14*) and Student Service Records (*Figure 15*) to mark the current entry as invalid. Invalid entries will not be shown when you search for a student initial record or view service session records.
- 2 Create a new record or session to replace the one you have excluded.

The screenshot shows a web-based form for entering student information. At the top, there is a search bar for 'Find/Add Student...' with the Student ID '123-456789'. Below this are fields for 'First name' (Dede) and 'Last name' (Harper). To the right, there are sections for 'Enrollment Status' (Spring 1999, Summer 1999, Fall 1999) and 'Enrollment in college' (Yes/No). The 'Primary Disability' is listed as 'Tourette's Syndrome'. Under 'ALL DISABILITIES', there are checkboxes for various conditions like 'Blind', 'Deaf', 'Speech/Language Impairment', etc. In the bottom right corner, there is a section titled 'Service History' and a checkbox labeled 'Exclude This Entry' which is checked.

Figure 14 Invalid Initial Record

The screenshot shows a web application interface with two main sections: 'DSPS SERVICES' and 'SUPPORT SERVICES'. On the left, there are input fields for 'Student ID' (664779987), 'Student Name' (Invalid record), 'Contact Date' (09/1998), and 'Service Provider' (Captionist). Below these are buttons for 'Zoom In', 'Zoom Out', and 'RETURN...'. The 'DSPS SERVICES' table has columns for 'Service provided' and 'Time spent', with a scrollable list of empty rows. The 'SUPPORT SERVICES' table has columns for 'Service provided/authorized' and 'Time spent', also with a scrollable list of empty rows. At the bottom, there is a checkbox labeled 'Exclude This Entry' which is checked, with the text 'If this record contains errors and you want to exclude it, please check:'.

Figure 15 Invalid Student Service Session

Utilities

Clicking the Utilities button will take you to a layout where you can perform various tasks (Figure 17).

The screenshot shows a 'Utilities' window. On the left, there are three status fields: 'Campus ID' (Riverside Moreno Valley College), 'Current User' (Stacie D. Chun), and 'Last backup date' (1/3/99). The main area contains several buttons: 'Print Initial Record Form', 'Print Student Service Record Form', 'Change Password', 'Eligibility Review', 'Initial Record Data', 'Service Record Data', 'Create Salary Log', 'Special Class Log', 'Backup', and 'Return'.

Figure 17 Utilities layout

Status fields

On the left side of the layout, three fields show the status of the database:

Campus ID

Indicates campus for which data is currently being entered.

Current User

Indicates the person currently logged onto the database.

Last backup date

Indicates the most recent date a backup export of data was performed.

On the right side of the layout there are ten task buttons.

Printing forms

Print Initial Record Form and Student Service Record Form

- 1 Click “Print Initial Record Form” to print the form used to document a student’s first contact with DSPS staff, or “Print Student Service Record Form” to print the form used to document a student’s service sessions with college staff.
- 2 A print dialog box will appear on your screen. Choose your usual printer settings and select “Print Current Record.”
- 3 The form will be printed.

Changing your password

Change your password to one that is easy for you to remember..



Figure 19 Changing a password

- 1 Click the “Change Password” button and a dialog box will appear on the screen (Figure 19). You will have to enter your old and new passwords two times to change it in two sections of the database.
- 2 Enter your old password in the “Old password” box.
- 3 Enter the new password you have selected in the “New password” box and again in the “Confirm new password” box. Click “OK.”
- 4 Repeat steps 2 and 3 above to change your password in the second part of the database.

- 5 You must repeat the procedure with the same old and new password. If you choose “Cancel” in the first dialog instead of changing your password, you must do the same for the second dialog. If you do not follow these instructions when changing your password, you will lose access to the database.
- 6 Memorize your password and do not share it with anyone else. You will be responsible for data entry and changes to the database made while using your password. See the section on “Troubleshooting” below if you are having problems with your password.

Eligibility Review

Clicking on the “Eligibility Review” button will create a report of students whose Primary Disability is recorded in the database as “Not determined.” You can print out the report by clicking on the “Print...” button on the report screen and selecting “Records being browsed” in the print options dialog box. To update a student’s initial record click on the student’s ID or name.

To go back to the Eligibility Review report from an initial record, you must first return to the Utilities menu and click on the Eligibility Review button again.

Printing data reports

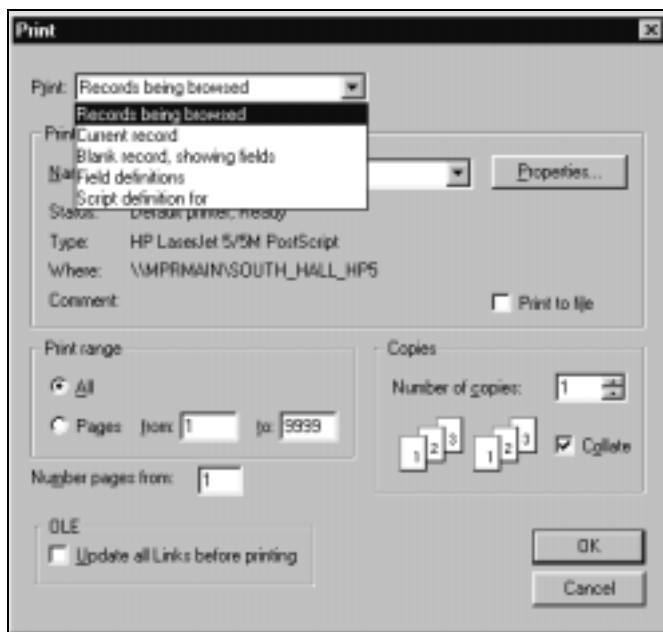


Figure 11 Selecting appropriate print options

Initial Record Data and Service Record Data

- 1 Click “Initial Record Data” to create a report of Student Initial Record Data. Invalid Records will not be included in the report. To go to an individual initial record, click on a student’s ID or name in the report.

- 2 Click “Student Record Data” to create a report of Student Service Session Data. Invalid Records will not be included in the report. Click on a student’s ID or date of contact in the report to go to an individual service session record.
- 2 To print a report, click on the “Print...” button on the report screen. A print dialog box will appear. Choose your usual printer settings and select “Records being browsed.” The report will be printed.

Creating the salary log

When data entry is finished for the reporting period, complete the salary log (Figure 20). This must be done as the last step before returning the database to MPR Associates for analysis so that a complete list of staff will be produced.

		Salary		Benefits		Non-hourly employees		
Name	Job category	\$ Amount	Period	\$ Amount	Period	OR %	Week days /Year	Hours /day
Average for Tutor	(Unless named below)							
Average for Note-taker	(Unless named below)							
Average for Reader	(Unless named below)							
Average for Transcriber	(Unless named below)							
Average for Interpreter	(Unless named below)							
Average for Text access.	(Unless named below)							
Average for Captionist	(Unless named below)							
Average for Mobility aide	(Unless named below)							
Lisa Dwyall								

Figure 20 The salary log collects the name, job category, and salary information for people who have provided services to DSPS students.

- 1 Click the “Create Salary Log” button to generate a form that will allow you to report salary data.
- 2 The database will list all the job categories and names of individuals who have been entered in the database as DSPS service providers.
- 3 The form may be printed out by clicking on the “Print” button and completed on hard copy.
- 4 For the individuals listed, enter job categories.
- 5 For each individual and job category listed enter salary amount, salary period, benefit amount, and benefit period. If the benefit amount or period is not available, you may enter a benefit percentage.
- 6 For non-hourly employees, enter work days per year and hours worked per day.
- 7 Check your work carefully and when you are sure it is correct click “Return” to the go back to the main menu.
- 8 The delete button will erase all job categories as well as salary data you have entered.
- 9 If you attempt to create a salary log when a log already exists, the database will ask you whether you want to view or replace the existing log. If you choose to view the

existing log, you can enter or change data in the current list but you will not be able to add names to the log. If you replace the existing log, all salary data you have entered will be erased.

Entering Special Class Logs

The screenshot shows a web application window titled "Special Class Log". At the top, there are buttons for "Special Log", "Return", "Find Previous...", and "View Log...". Below these is a form with three fields: "Special Class Name" (containing "Career in Technology"), "Hours/Week" (containing "3"), and "Instructor" (containing "W/Lyn Stevedon"). Below the form is a table with columns "Student ID", "First Name", "MI", "Last Name", and "Delete". The table contains several rows of data, including "Bill Bishop", "Cindy", "Verify ID", "Abel A. Anderson", "Verify ID", and "Richard".

Student ID	First Name	MI	Last Name	Delete
2222222222	Bill	B	Bishop	Delete
566552290	Cindy		mastrandino	Delete
486406400	Verify ID			Delete
1111111111	Abel	A.	Anderson	Delete
123456789	Verify ID			Delete
555255255	Richard	R	Bishop	Delete
				Delete

Figure 21 Entering data from Special Class Logs

Clicking on the “Special Class Log” button will take you to a layout where you can enter information from Special Class sign-in records (Figure 21).

- 1 Click on the “Special Class Log” button. You will go to the “Special Class Log” layout.
- 2 Enter the Special Class name, Hours per Week, and Instructor Name, from the Special Class sign-in sheet.
- 3 Click on the “Enter Log Item” button. Enter the student ID from the log and press return or tab on your keyboard. A name should appear matching the name on the sign-in sheet.
- 4 If the ID you enter does not match anyone in the database, “Verify ID” will appear instead of a student name. Verify that you are entering the correct Student ID, and that the student is a DSPS student. For non-DSPS students, enter the Student ID from the log, but do not enter the student’s name.
- 5 To enter the next student, click “Enter Log Item” again.
- 6 You can delete a student by clicking on the “Delete” button next to the name.
- 7 Check your work against the census record from which you have been entering data before you click on “Return” to go back to the Utilities menu.
- 8 To view a previously entered log, click on the "View previous..." button, select the log by class name and instructor name from the pull-down menu, and press Enter on your keyboard. You can add or delete student names to the list as above.

Backup

This button performs a backup export of data so that a safe copy of your records is kept in another folder. Backups should be performed at least every two weeks especially after

entering a large quantity of data. If you open the database when you have not made backup copies in over 10 days you will be asked whether you want to back up the database at that time.

As you collect more data and your file size grows, it will take longer for your computer to copy the records, and backing up may take several minutes. After more than 14 days without a backup the database will automatically save a copy of your file and you will not have the option of delaying back up until later.

Return

Click the “Return” button to return to the Student Profile layout to a blank record.

Returning files for analysis

Compressing files

Compress the entire WORKLOAD folder using software such as PKZip, ZipIt, StuffIt, or WinZip. A copy of FreeZip was included on your Workload disk for the data collection pilot.

Uploading files to the Internet

- 1 Use your college name and password to access your directory on the ftp site as you did when you downloaded your database at the beginning of the study. Instructions for access appear at the beginning of this guide in the section “Downloading files from the Internet.”
- 3 Open the directory for your college. Drag the entire zipped WORKLOAD folder containing your database into the window of your browser. Answer yes when your browser asks whether you want to upload your file.

Troubleshooting

Common problems

Backup unsuccessful



Figure 22 The WORKLOAD folder must contain a folder called Backup

If you get an error message while using the backup utility, check to make sure that the database is properly installed on your hard drive. If you are working from a floppy disk there will not be enough space on the disk for the backup files to be saved.

Also make sure there is a folder in the WORKLOAD folder called Backup. If the database can't find this folder, it will not be able to save copies of your database. If this folder has been deleted, create a new folder in the WORKLOAD folder and rename it Backup (Figure 22).

Clearing a button field

If you have entered data in a field with circular buttons such as the Enrollment in college field, and then want to clear the field, click in the field and press the delete button on your keyboard a few times.

Printing forms or reports unsuccessful

Most printing problems can be solved by setting options in the print dialog. If you want to print out a form but only a blank page is printing, check the print dialog to make sure "Current record" is selected. If many blank pages are being printed out after the form or report, can set your printer options to print only pages in a specific range.

If you want to print out a data report but only one row of data is printed, check the print dialog to make sure "Records being browsed" is selected. If the data report is cut off on the side or bottom you may need to adjust the page orientation to landscape or portrait depending on the report.

Changing fonts

When using FileMaker in the Windows environment occasionally all the fonts change themselves into a symbol font that you cannot read. If this happens while you are working, close the database and reopen it.

Forgot password

If you forget your password, the database supervisor at your campus can give you a new password, which you should change to a password you select personally. If all passwords for your campus have already been assigned, please call MPR Associates to add passwords to your database.

Computer failures

If your computer crashes or unexpectedly shuts down, your database could be damaged. FileMaker Pro will repair minor damage the next time you open the database.

If the damage is serious, FileMaker Pro will give you the message that it is unable to open the database, and you will need to use the Recover command. Open the FileMaker Pro application. Use the Recover command that appears in the File menu to recover each of the five files in the database (STUDENT.FP3, ~ONECON.FP3, ~SERVICE.FP3, ~LOGS.FP3~ADMIN.FP3). FileMaker Pro attempts to create a repaired copy of each file and rename it by adding "Recovered" to the end of the file name.

After all files in the database have been recovered, change the filenames back to their original names. Open the database as usual.

If your database cannot be recovered, please call MPR Associates for assistance.

Where to get help

For technical support, please call Farhad Nouri or Stacie Chun at MPR Associates during business hours (510) 849-4942, or send e-mail messages to fnouri@mprinc.com or schun@mprinc.com.

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Appendix D: Weighted Student Counts

Table D.1—Weighted Student Counts for 1999–2000 Using Current Weights

College	District	Hearing	ABI	LD	Vision	Mobility	Other	DDL	Speech	Psych	TOTAL
Current Weights											
Primary		4.87	3.34	3.15	2.25	1.32	1.32	1.29	1.00	0.38	
Secondary		2.44	1.67	1.58	1.13	0.66	0.66	0.65	0.50	0.19	
Primary Unweighted											
Allan Hancock	Allan Hancock	14	8	249	8	31	133	200	1	140	784
Antelope Valley	Antelope Valley	31	19	171	15	130	146	22	0	74	608
Barstow	Barstow	3	1	12	3	4	13	5	0	0	41
Butte	Butte	15	42	277	26	118	88	326	0	88	980
Cabrillo	Cabrillo	24	245	556	14	256	97	212	4	167	1,575
Cerritos	Cerritos	53	99	107	28	261	156	142	23	45	914
Chabot	Chabot-Las Positas	19	8	307	24	51	119	1	0	17	546
Las Positas	Chabot-Las Positas	6	5	180	5	22	19	2	0	18	257
Chaffey	Chaffey	52	133	269	56	224	171	330	3	77	1,315
Citrus	Citrus	22	45	77	20	56	154	18	2	60	454
Coastline	Coast	5	177	1	1	82	6	298	0	5	575
Golden West	Coast	122	21	106	23	90	53	15	3	51	484
Orange Coast	Coast	32	46	292	22	223	116	9	0	51	791
Compton	Compton	3	1	24	2	10	5	15	0	3	63
Contra Costa	Contra Costa	5	18	273	17	40	24	47	0	79	503
Diablo Valley	Contra Costa	37	37	309	41	117	320	93	3	90	1,047
Los Medanos	Contra Costa	6	31	74	9	48	73	0	0	31	272
Copper Mt.	Copper Mt.	5	5	25	3	14	4	2	2	12	72
Desert	Desert	11	23	95	8	70	30	7	12	38	294
El Camino	El Camino	68	73	351	30	179	106	83	5	64	959
Feather River	Feather River	0	2	63	3	15	16	10	0	15	124
De Anza	Foothill	52	127	340	34	557	342	289	4	105	1,850
Foothill	Foothill	210	286	97	67	382	961	28	1	577	2,609
Ohlone	Fremont-Newark	254	8	27	10	186	19	17	0	0	521
Gavilan	Gavilan	12	49	232	11	148	40	196	6	23	717
Glendale	Glendale	87	126	403	63	406	194	127	24	146	1,576
Cuyamaca	Grossmont-Cuyamaca	5	9	87	3	19	22	21	1	19	186
Grossmont	Grossmont-Cuyamaca	14	38	177	19	94	59	15	49	54	519
Hartnell	Hartnell	13	8	163	7	84	78	20	1	77	451
Imperial Valley	Imperial	25	3	226	32	41	79	26	1	19	452
Bakersfield	Kern	43	32	313	25	147	209	40	3	77	889
Cerro Coso	Kern	6	18	230	8	69	21	10	0	31	393
Porterville	Kern	10	12	141	9	167	184	6	1	20	550
Lake Tahoe	Lake Tahoe	14	19	251	8	66	46	15	1	14	434
Lassen	Lake Tahoe	3	46	128	7	43	17	59	0	12	315
Long Beach City	Long Beach	43	37	110	36	367	216	292	36	151	1,288
East Los Angeles	Los Angeles	20	30	211	16	87	95	25	0	54	538
Los Angeles City	Los Angeles	16	10	196	89	185	641	4	1	127	1,269
Los Angeles Harbor	Los Angeles	5	14	115	13	36	142	21	0	49	395
Los Angeles Mission	Los Angeles	12	10	83	5	4	136	20	0	68	338
Los Angeles Pierce	Los Angeles	90	35	224	17	93	83	158	1	59	760
Los Angeles Southwest	Los Angeles	2	3	19	4	65	50	6	0	9	158
Los Angeles Trade Tech	Los Angeles	74	22	124	15	155	165	12	4	117	688
Los Angeles Valley	Los Angeles	46	45	154	28	176	376	53	6	156	1,040
West Los Angeles	Los Angeles	12	1	111	6	84	50	4	2	24	294
American River	Los Rios	83	18	727	43	138	691	0	0	122	1,822
Cosumnes River	Los Rios	16	18	233	19	51	80	0	0	42	459
Sacramento City	Los Rios	32	37	377	38	154	137	76	2	114	967
Marin	Marin	41	162	395	12	310	430	56	0	102	1,508
Mendocino	Mendocino	11	2	50	5	1	46	5	0	29	149
Merced	Merced	15	29	133	21	121	64	331	1	61	776
Mira Costa	Monterey Peninsula	11	24	118	10	46	109	57	1	37	413

Table D.1—Weighted Student Counts for 1999–2000 Using Current Weights—Continued

College	District	Hearing	ABI	LD	Vision	Mobility	Other	DDL	Speech	Psych	TOTAL
Monterey Peninsula	Monerey	23	56	280	14	75	46	32	0	58	584
Mt. San Antonio	Mt. San Antonio	82	98	546	18	223	161	28	5	124	1,285
Mt. San Jacinto	Mt. San Jacinto	21	16	106	10	59	69	13	0	42	336
Napa	Napa Valley	10	20	594	7	1,169	17	142	2	340	2,301
Cypress	North Orange	23	6	171	10	77	39	18	4	39	387
Fullerton	North Orange	31	25	241	160	100	79	287	21	222	1,166
Palo Verde	Palo Verde	3	2	18	2	16	7	16	0	7	71
Palomar	Palomar	41	109	182	29	118	130	53	11	73	746
Pasadena City	Pasadena	66	47	372	23	104	53	41	17	124	847
Alameda	Peralta	13	48	148	16	35	73	56	0	36	425
Laney	Peralta	53	19	161	16	72	60	6	1	48	436
Merritt	Peralta	4	23	156	10	62	26	4	5	47	337
Vista	Peralta	23	40	55	21	140	38	5	0	55	377
Santa Ana	Rancho Santiago	93	81	298	36	260	82	92	85	33	1,060
Redwoods	Redwoods	34	52	451	22	340	96	27	1	190	1,213
Rio Hondo	Rio Hondo	28	23	134	15	10	65	113	2	20	410
Riverside	Riverside	94	0	275	36	237	174	22	1	68	907
Crafton Hills	San Bernardino Valley	0	12	86	5	58	34	6	0	28	229
San Bernardino Valley	San Bernardino Valley	26	32	72	18	122	109	28	1	58	466
San Diego City	San Diego	27	28	199	49	19	157	17	1	134	631
San Diego Mesa	San Diego	81	88	212	18	170	52	12	3	94	730
San Diego Miramar	San Diego	59	262	197	316	146	128	529	3	954	2,594
San Francisco City	San Francisco	150	140	200	131	223	368	371	20	279	1,882
San Joaquin Delta	San Joaquin Delta	69	78	278	53	223	157	189	1	64	1,112
Evergreen Valley	San Jose	12	24	73	7	41	54	10	16	24	261
San Jose City	San Jose	19	35	107	17	58	59	29	10	64	398
Cuesta	San Luis Obispo	20	36	329	13	77	238	7	6	71	797
Canada	San Mateo	5	74	61	6	79	5	6	0	67	303
San Mateo	San Mateo	9	134	98	15	253	82	1	2	75	669
Skyline	San Mateo	12	20	184	9	85	26	1	1	57	395
Santa Barbara City	Santa Barbara	20	17	350	11	98	226	5	1	76	804
Canyons	Santa Clarita	12	10	51	8	5	78	0	3	17	184
Santa Monica	Santa Monica	34	138	281	22	88	148	28	2	186	927
Sequoias	Sequoias	32	41	257	16	174	46	48	3	55	672
Shasta	Shasta	26	46	227	25	60	128	198	2	74	786
Sierra	Sierra	29	53	347	22	194	157	38	1	57	898
Siskiyou	Siskiyou	6	6	95	3	82	85	13	0	22	312
Solano	Solano County	16	24	108	27	60	206	68	2	97	608
Santa Rosa Junior	Sonoma County	95	233	380	52	297	72	44	0	133	1,306
Irvine Valley	South Orange Co.	13	15	143	10	71	45	18	0	35	350
Saddleback	South Orange Co.	56	81	369	27	348	85	24	2	56	1,048
Southwestern	Southwestern	19	41	280	19	62	77	34	18	60	610
Fresno City	State Center	63	57	228	32	70	232	233	6	130	1,051
Reedley	State Center	19	10	131	2	13	65	28	0	12	280
Moorpark	Ventura County	22	49	400	12	81	206	10	29	132	941
Oxnard	Ventura County	37	31	228	9	54	67	59	6	40	531
Ventura	Ventura County	30	50	516	26	77	76	76	2	56	909
Victor Valley	Victor Valley	30	27	345	10	62	65	28	0	26	593
West Hills	West Hills	5	4	75	6	32	23	27	0	16	188
Taft	West Kern	1	2	35	0	0	8	66	0	0	112
Mission	West Valley Mission	11	24	65	5	22	49	6	12	39	233
West Valley	West Valley Mission	52	110	358	9	78	74	10	30	25	746
Columbia	Yosemite	3	8	35	5	101	116	3	1	5	277
Modesto Junior	Yosemite	42	67	283	30	208	151	138	0	138	1,057
Yuba	Yuba	39	30	312	22	96	89	19	1	21	629
TOTAL		3,653	5,119	22,196	2,550	13,607	12,889	7,208	544	8,623	76,389

Table D.1—Weighted Student Counts for 1999–2000 Using Current Weights—Continued

College	District	Hearing	ABI	LD	Vision	Mobility	Other	DDL	Speech	Psych	TOTAL
Cypress	North Orange	0	0	0	0	0	0	0	0	0	0
Fullerton	North Orange	0	2	3	2	4	7	0	3	2	23
Palo Verde	Palo Verde	1	0	0	2	2	9	1	0	2	17
Palomar	Palomar	2	1	4	5	19	13	3	2	17	66
Pasadena City	Pasadena	0	0	6	8	10	10	5	22	18	79
Alameda	Peralta	4	2	9	3	12	13	2	0	20	65
Laney	Peralta	2	3	15	6	47	52	2	3	23	153
Merritt	Peralta	6	5	43	7	14	25	3	15	13	131
Vista	Peralta	2	2	1	2	0	5	0	0	5	17
Santa Ana	Rancho Santiago	4	2	8	5	31	32	2	17	16	117
Redwoods	Redwoods	5	1	1	3	100	24	2	1	62	199
Rio Hondo	Rio Hondo	0	0	1	0	0	0	0	0	0	1
Riverside	Riverside	2	0	6	9	33	38	2	0	41	131
Crafton Hills	San Bernardino Valley	0	0	0	0	0	0	0	0	0	0
San Bernardino Valley	San Bernardino Valley	0	0	0	1	10	9	1	3	15	39
San Diego City	San Diego	7	1	9	4	3	43	2	1	31	101
San Diego Mesa	San Diego	5	0	3	7	30	21	2	4	33	105
San Diego Miramar	San Diego	0	0	2	7	5	23	1	3	21	62
San Francisco City	San Francisco	10	1	5	31	43	25	15	31	47	208
San Joaquin Delta	San Joaquin Delta	2	2	15	16	74	66	17	18	39	249
Evergreen Valley	San Jose	2	0	4	0	3	3	1	14	10	37
San Jose City	San Jose	0	1	3	1	3	6	3	2	2	21
Cuesta	San Luis Obispo	1	0	1	1	12	7	0	1	13	36
Canada	San Mateo	7	2	0	6	51	21	1	0	3	91
San Mateo	San Mateo	2	0	2	6	16	30	0	1	38	95
Skyline	San Mateo	1	0	6	1	22	15	0	2	29	76
Santa Barbara City	Santa Barbara	0	0	0	0	0	0	0	0	0	0
Canyons	Santa Clarita	0	0	1	0	0	3	0	0	0	4
Santa Monica	Santa Monica	0	0	4	5	63	28	3	39	34	176
Sequoias	Sequoias	2	0	7	5	49	80	8	3	68	222
Shasta	Shasta	0	0	0	0	1	2	0	0	0	3
Sierra	Sierra	0	0	1	2	14	11	0	1	3	32
Siskiyou	Siskiyou	0	0	1	3	4	2	1	0	3	14
Solano	Solano County	1	0	0	3	2	0	2	0	3	11
Santa Rosa Junior	Sonoma County	1	0	4	6	31	13	9	1	49	114
Irvine Valley	South Orange Co.	0	0	0	0	3	2	0	1	2	8
Saddleback	South Orange Co.	0	0	0	0	0	0	0	0	0	0
Southwestern	Southwestern	0	0	0	1	0	1	0	5	1	8
Fresno City	State Center	0	1	2	4	1	4	1	0	2	15
Reedley	State Center	0	0	4	4	7	32	3	0	15	65
Moorpark	Ventura County	0	1	22	6	24	71	0	9	54	187
Oxnard	Ventura County	2	0	13	2	16	15	4	4	28	84
Ventura	Ventura County	6	0	1	11	37	24	1	4	21	105
Victor Valley	Victor Valley	1	0	0	5	9	1	0	0	4	20
West Hills	West Hills	1	0	2	0	3	12	3	2	3	26
Taft	West Kern	1	3	0	0	0	6	0	0	1	11
Mission	West Valley Mission	2	0	0	2	7	2	0	1	2	16
West Valley	West Valley Mission	2	2	8	4	8	25	0	28	9	86
Columbia	Yosemite	0	0	1	0	1	0	0	0	0	2
Modesto Junior	Yosemite	1	1	2	3	42	16	3	2	25	95
Yuba	Yuba	2	5	18	5	54	111	0	2	28	225
TOTAL		151	67	412	315	1,600	1,790	273	336	1,450	6,394

Table D.1—Weighted Student Counts for 1999–2000 Using Current Weights—Continued

College	District	Hearing	ABI	LD	Vision	Mobility	Other	DDL	Speech	Psych	TOTAL
Weighted Students, Primary and Secondary											
Allan Hancock	Allan Hancock	88	30	871	43	48	221	264	2	57	1,623
Antelope Valley	Antelope Valley	158	63	539	37	189	211	29	0	33	1,259
Barstow	Barstow	15	5	38	7	7	17	7	1	0	96
Butte	Butte	75	142	873	60	166	125	422	0	35	1,899
Cabrillo	Cabrillo	124	827	1,755	38	354	135	273	5	67	3,579
Cerritos	Cerritos	258	331	339	63	345	207	190	26	17	1,776
	Chabot-Las Positas	95	27	1,010	56	71	166	1	1	7	1,433
Las Positas	Chabot-Las Positas	29	17	567	11	30	25	3	0	7	689
Chaffey	Chaffey	256	451	857	137	318	312	491	8	46	2,875
Citrus	Citrus	107	159	244	51	78	209	24	3	27	900
Coastline	Coast	24	591	3	2	108	8	384	0	2	1,123
Golden West	Coast	597	70	339	55	125	76	19	4	22	1,306
Orange Coast	Coast	156	154	932	51	306	164	12	0	21	1,795
Compton	Compton	17	3	77	5	16	7	20	0	2	147
Contra Costa	Contra Costa	24	60	868	42	63	51	62	0	35	1,205
Diablo Valley	Contra Costa	183	125	973	92	155	424	120	3	35	2,111
Los Medanos	Contra Costa	29	104	233	20	63	96	0	0	12	558
Copper Mt.	Copper Mt.	24	17	79	7	18	5	3	2	5	159
Desert	Desert	54	77	299	18	92	40	9	12	14	615
El Camino	El Camino	336	244	1,110	69	239	158	108	5	26	2,295
Feather River	Feather River	0	7	210	9	27	27	13	1	7	300
De Anza	Foothill	253	424	1,071	77	735	451	373	4	40	3,429
Foothill	Foothill	1,023	955	306	151	504	1,269	36	1	219	4,463
Ohlone	Fremont-Newark	1,237	27	85	24	248	26	22	0	0	1,668
Gavilan	Gavilan	61	164	736	25	216	60	255	7	11	1,535
Glendale	Glendale	424	421	1,271	144	545	259	164	26	59	3,311
Cuyamaca	Grossmont-Cuyamaca	24	30	274	7	25	29	27	3	7	426
Grossmont	Grossmont-Cuyamaca	68	127	559	43	129	79	19	64	21	1,108
Hartnell	Hartnell	63	27	513	16	111	103	26	1	29	889
Imperial Valley	Imperial	122	10	713	72	54	104	34	1	8	1,118
Bakersfield	Kern	214	107	986	61	208	292	53	3	33	1,957
Cerro Coso	Kern	39	60	737	21	119	50	14	0	19	1,060
Porterville	Kern	54	40	446	21	231	273	8	2	11	1,084
Lake Tahoe	Lake Tahoe	68	65	792	19	107	76	20	1	7	1,156
Lassen	Lake Tahoe	17	154	405	19	75	34	77	0	8	787
Long Beach City	Long Beach	239	125	353	91	582	308	383	46	62	2,188
East Los Angeles	Los Angeles	97	100	665	36	115	125	32	0	21	1,191
Los Angeles City	Los Angeles	78	33	617	200	244	846	5	1	48	2,074
Los Angeles Harbor	Los Angeles	24	47	362	30	48	187	27	0	19	744
Los Angeles Mission	Los Angeles	58	35	269	12	7	182	26	2	29	622
Los Angeles Pierce	Los Angeles	438	117	706	38	123	110	204	1	22	1,759
Los Angeles Southwest	Los Angeles	10	10	60	9	86	66	8	0	3	252
Los Angeles Trade Tech	Los Angeles	360	73	391	34	205	218	15	4	44	1,345
Los Angeles Valley	Los Angeles	226	150	487	63	236	501	70	7	63	1,804
West Los Angeles	Los Angeles	58	3	350	14	111	66	5	2	9	618
American River	Los Rios	407	60	2,303	97	191	976	0	0	49	4,083
Cosumnes River	Los Rios	78	60	734	43	67	106	0	0	16	1,104
Sacramento City	Los Rios	163	129	1,197	89	218	199	98	5	48	2,146
Marin	Marin	214	541	1,252	39	426	582	72	0	41	3,169
Mendocino	Mendocino	54	7	158	11	1	61	6	0	11	309
Merced	Merced	73	99	424	51	180	105	433	1	29	1,395
Mira Costa	Monterey Peninsula	54	80	372	23	61	144	74	1	14	821
Monterey Peninsula	Monerey	124	187	891	35	110	81	44	0	27	1,500
Mt. San Antonio	Mt. San Antonio	399	327	1,720	41	294	213	36	5	47	3,082
Mt. San Jacinto	Mt. San Jacinto	112	57	334	29	98	123	17	0	22	792
Napa	Napa Valley	49	68	1,871	16	1,543	22	183	2	129	3,884

Table D.1—Weighted Student Counts for 1999–2000 Using Current Weights—Continued

College	District	Hearing	ABI	LD	Vision	Mobility	Other	DDL	Speech	Psych	TOTAL
Cypress	North Orange	112	20	539	23	102	51	23	4	15	888
Fullerton	North Orange	151	87	764	362	135	109	370	23	85	2,085
Palo Verde	Palo Verde	17	7	57	7	22	15	21	0	3	149
Palomar	Palomar	205	366	580	71	168	180	70	12	31	1,683
Pasadena City	Pasadena	321	157	1,181	61	144	77	56	28	51	2,076
Alameda	Peralta	73	164	480	39	54	105	74	0	17	1,007
Laney	Peralta	263	68	531	43	126	114	9	3	23	1,179
Merritt	Peralta	34	85	559	30	91	51	7	13	20	891
Vista	Peralta	117	137	175	50	185	53	6	0	22	745
Santa Ana	Rancho Santiago	463	274	951	87	364	129	120	94	16	2,497
Redwoods	Redwoods	178	175	1,422	53	515	143	36	2	84	2,607
Rio Hondo	Rio Hondo	136	77	424	34	13	86	146	2	8	925
Riverside	Riverside	463	0	876	91	335	255	30	1	34	2,083
Crafton Hills	San Bernardino Valley	0	40	271	11	77	45	8	0	11	462
San Bernardino Valley	San Bernardino Valley	127	107	227	42	168	150	37	3	25	884
San Diego City	San Diego	149	95	641	115	27	236	23	2	57	1,344
San Diego Mesa	San Diego	407	294	673	48	244	83	17	5	42	1,812
San Diego Miramar	San Diego	287	875	624	719	196	184	683	5	367	3,939
San Francisco City	San Francisco	755	469	638	330	323	502	488	36	115	3,656
San Joaquin Delta	San Joaquin Delta	341	264	899	137	343	251	255	10	32	2,532
Evergreen Valley	San Jose	63	80	236	16	56	73	14	23	11	572
San Jose City	San Jose	93	119	342	39	79	82	39	11	25	828
Cuesta	San Luis Obispo	100	120	1,038	30	110	319	9	7	29	1,762
Canada	San Mateo	41	251	192	20	138	20	8	0	26	697
San Mateo	San Mateo	49	448	312	41	345	128	1	3	36	1,361
Skyline	San Mateo	61	67	589	21	127	44	1	2	27	940
Santa Barbara City	Santa Barbara	97	57	1,103	25	129	298	6	1	29	1,745
Canyons	Santa Clarita	58	33	162	18	7	105	0	3	6	393
Santa Monica	Santa Monica	166	461	891	55	158	214	38	22	77	2,081
Sequoias	Sequoias	161	137	821	42	262	114	67	5	34	1,641
Shasta	Shasta	127	154	715	56	80	170	255	2	28	1,587
Sierra	Sierra	141	177	1,095	52	265	215	49	2	22	2,017
Siskiyou	Siskiyou	29	20	301	10	111	114	17	0	9	611
Solano	Solano County	80	80	340	64	81	272	89	2	37	1,046
Santa Rosa Junior	Sonoma County	465	778	1,203	124	413	104	63	1	60	3,209
Irvine Valley	South Orange Co.	63	50	450	23	96	61	23	1	14	780
Saddleback	South Orange Co.	273	271	1,162	61	459	112	31	2	21	2,392
Southwestern	Southwestern	93	137	882	44	82	102	44	21	23	1,427
Fresno City	State Center	307	192	721	77	93	309	301	6	50	2,056
Reedley	State Center	93	33	419	9	22	107	38	0	7	728
Moorpark	Ventura County	107	165	1,295	34	123	319	13	34	60	2,149
Oxnard	Ventura County	185	104	739	23	82	98	79	8	21	1,337
Ventura	Ventura County	161	167	1,627	71	126	116	99	4	25	2,396
Victor Valley	Victor Valley	149	90	1,087	28	88	86	36	0	11	1,575
West Hills	West Hills	27	13	239	14	44	38	37	1	7	420
Taft	West Kern	7	12	110	0	0	15	85	0	0	229
Mission	West Valley Mission	58	80	205	14	34	66	8	13	15	492
West Valley	West Valley Mission	258	371	1,140	25	108	114	13	44	11	2,085
Columbia	Yosemite	15	27	112	11	134	153	4	1	2	458
Modesto Junior	Yosemite	207	225	895	71	302	210	180	1	57	2,148
Yuba	Yuba	195	109	1,011	55	162	191	25	2	13	1,763
TOTAL		18,159	17,209	70,568	6,093	19,017	18,195	9,476	712	3,552	162,982

Table D.2—Weighted Student Counts for 1999–2000 Using Workload Study Relative Weights

College	District	Hearing	ABI	LD	Vision	Mobility	Other	DDL	Speech	Psych	TOTAL
Workload Study Relative Costs											
Primary		11.00	1.19	1.21	1.79	0.59	0.72	0.93	1.00	0.64	
Secondary		3.30	0.36	0.36	0.54	0.18	0.22	0.28	0.30	0.19	
Primary Unweighted											
Allan Hancock	Allan Hancock	14	8	249	8	31	133	200	1	140	784
Antelope Valley	Antelope Valley	31	19	171	15	130	146	22	0	74	608
Barstow	Barstow	3	1	12	3	4	13	5	0	0	41
Butte	Butte	15	42	277	26	118	88	326	0	88	980
Cabrillo	Cabrillo	24	245	556	14	256	97	212	4	167	1,575
Cerritos	Cerritos	53	99	107	28	261	156	142	23	45	914
Chabot	Chabot-Las Positas	19	8	307	24	51	119	1	0	17	546
Las Positas	Chabot-Las Positas	6	5	180	5	22	19	2	0	18	257
Chaffey	Chaffey	52	133	269	56	224	171	330	3	77	1,315
Citrus	Citrus	22	45	77	20	56	154	18	2	60	454
Coastline	Coast	5	177	1	1	82	6	298	0	5	575
Golden West	Coast	122	21	106	23	90	53	15	3	51	484
Orange Coast	Coast	32	46	292	22	223	116	9	0	51	791
Compton	Compton	3	1	24	2	10	5	15	0	3	63
Contra Costa	Contra Costa	5	18	273	17	40	24	47	0	79	503
Diablo Valley	Contra Costa	37	37	309	41	117	320	93	3	90	1,047
Los Medanos	Contra Costa	6	31	74	9	48	73	0	0	31	272
Copper Mt.	Copper Mt.	5	5	25	3	14	4	2	2	12	72
Desert	Desert	11	23	95	8	70	30	7	12	38	294
El Camino	El Camino	68	73	351	30	179	106	83	5	64	959
Feather River	Feather River	0	2	63	3	15	16	10	0	15	124
De Anza	Foothill	52	127	340	34	557	342	289	4	105	1,850
Foothill	Foothill	210	286	97	67	382	961	28	1	577	2,609
Ohlone	Fremont-Newark	254	8	27	10	186	19	17	0	0	521
Gavilan	Gavilan	12	49	232	11	148	40	196	6	23	717
Glendale	Glendale	87	126	403	63	406	194	127	24	146	1,576
Cuyamaca	Grossmont-Cuyamaca	5	9	87	3	19	22	21	1	19	186
Grossmont	Grossmont-Cuyamaca	14	38	177	19	94	59	15	49	54	519
Hartnell	Hartnell	13	8	163	7	84	78	20	1	77	451
Imperial Valley	Imperial	25	3	226	32	41	79	26	1	19	452
Bakersfield	Kern	43	32	313	25	147	209	40	3	77	889
Cerro Coso	Kern	6	18	230	8	69	21	10	0	31	393
Porterville	Kern	10	12	141	9	167	184	6	1	20	550
Lake Tahoe	Lake Tahoe	14	19	251	8	66	46	15	1	14	434
Lassen	Lake Tahoe	3	46	128	7	43	17	59	0	12	315
Long Beach City	Long Beach	43	37	110	36	367	216	292	36	151	1,288
East Los Angeles	Los Angeles	20	30	211	16	87	95	25	0	54	538
Los Angeles City	Los Angeles	16	10	196	89	185	641	4	1	127	1,269
Los Angeles Harbor	Los Angeles	5	14	115	13	36	142	21	0	49	395
Los Angeles Mission	Los Angeles	12	10	83	5	4	136	20	0	68	338
Los Angeles Pierce	Los Angeles	90	35	224	17	93	83	158	1	59	760
Los Angeles Southwest	Los Angeles	2	3	19	4	65	50	6	0	9	158
Los Angeles Trade Tech	Los Angeles	74	22	124	15	155	165	12	4	117	688
Los Angeles Valley	Los Angeles	46	45	154	28	176	376	53	6	156	1,040
West Los Angeles	Los Angeles	12	1	111	6	84	50	4	2	24	294
American River	Los Rios	83	18	727	43	138	691	0	0	122	1,822
Cosumnes River	Los Rios	16	18	233	19	51	80	0	0	42	459
Sacramento City	Los Rios	32	37	377	38	154	137	76	2	114	967
Marin	Marin	41	162	395	12	310	430	56	0	102	1,508
Mendocino	Mendocino	11	2	50	5	1	46	5	0	29	149
Merced	Merced	15	29	133	21	121	64	331	1	61	776
Mira Costa	Monterey Peninsula	11	24	118	10	46	109	57	1	37	413

Table D.2—Weighted Student Counts for 1999–2000 Using Workload Study Relative Weights—Continued

College	District	Hearing	ABI	LD	Vision	Mobility	Other	DDL	Speech	Psych	TOTAL
Monterey Peninsula	Monerey	23	56	280	14	75	46	32	0	58	584
Mt. San Antonio	Mt. San Antonio	82	98	546	18	223	161	28	5	124	1,285
Mt. San Jacinto	Mt. San Jacinto	21	16	106	10	59	69	13	0	42	336
Napa	Napa Valley	10	20	594	7	1,169	17	142	2	340	2,301
Cypress	North Orange	23	6	171	10	77	39	18	4	39	387
Fullerton	North Orange	31	25	241	160	100	79	287	21	222	1,166
Palo Verde	Palo Verde	3	2	18	2	16	7	16	0	7	71
Palomar	Palomar	41	109	182	29	118	130	53	11	73	746
Pasadena City	Pasadena	66	47	372	23	104	53	41	17	124	847
Alameda	Peralta	13	48	148	16	35	73	56	0	36	425
Laney	Peralta	53	19	161	16	72	60	6	1	48	436
Merritt	Peralta	4	23	156	10	62	26	4	5	47	337
Vista	Peralta	23	40	55	21	140	38	5	0	55	377
Santa Ana	Rancho Santiago	93	81	298	36	260	82	92	85	33	1,060
Redwoods	Redwoods	34	52	451	22	340	96	27	1	190	1,213
Rio Hondo	Rio Hondo	28	23	134	15	10	65	113	2	20	410
Riverside	Riverside	94	0	275	36	237	174	22	1	68	907
Crafton Hills	San Bernardino Valley	0	12	86	5	58	34	6	0	28	229
San Bernardino Valley	San Bernardino Valley	26	32	72	18	122	109	28	1	58	466
San Diego City	San Diego	27	28	199	49	19	157	17	1	134	631
San Diego Mesa	San Diego	81	88	212	18	170	52	12	3	94	730
San Diego Miramar	San Diego	59	262	197	316	146	128	529	3	954	2,594
San Francisco City	San Francisco	150	140	200	131	223	368	371	20	279	1,882
San Joaquin Delta	San Joaquin Delta	69	78	278	53	223	157	189	1	64	1,112
Evergreen Valley	San Jose	12	24	73	7	41	54	10	16	24	261
San Jose City	San Jose	19	35	107	17	58	59	29	10	64	398
Cuesta	San Luis Obispo	20	36	329	13	77	238	7	6	71	797
Canada	San Mateo	5	74	61	6	79	5	6	0	67	303
San Mateo	San Mateo	9	134	98	15	253	82	1	2	75	669
Skyline	San Mateo	12	20	184	9	85	26	1	1	57	395
Santa Barbara City	Santa Barbara	20	17	350	11	98	226	5	1	76	804
Canyons	Santa Clarita	12	10	51	8	5	78	0	3	17	184
Santa Monica	Santa Monica	34	138	281	22	88	148	28	2	186	927
Sequoias	Sequoias	32	41	257	16	174	46	48	3	55	672
Shasta	Shasta	26	46	227	25	60	128	198	2	74	786
Sierra	Sierra	29	53	347	22	194	157	38	1	57	898
Siskiyou	Siskiyou	6	6	95	3	82	85	13	0	22	312
Solano	Solano County	16	24	108	27	60	206	68	2	97	608
Santa Rosa Junior	Sonoma County	95	233	380	52	297	72	44	0	133	1,306
Irvine Valley	South Orange Co.	13	15	143	10	71	45	18	0	35	350
Saddleback	South Orange Co.	56	81	369	27	348	85	24	2	56	1,048
Southwestern	Southwestern	19	41	280	19	62	77	34	18	60	610
Fresno City	State Center	63	57	228	32	70	232	233	6	130	1,051
Reedley	State Center	19	10	131	2	13	65	28	0	12	280
Moorpark	Ventura County	22	49	400	12	81	206	10	29	132	941
Oxnard	Ventura County	37	31	228	9	54	67	59	6	40	531
Ventura	Ventura County	30	50	516	26	77	76	76	2	56	909
Victor Valley	Victor Valley	30	27	345	10	62	65	28	0	26	593
West Hills	West Hills	5	4	75	6	32	23	27	0	16	188
Taft	West Kern	1	2	35	0	0	8	66	0	0	112
Mission	West Valley Mission	11	24	65	5	22	49	6	12	39	233
West Valley	West Valley Mission	52	110	358	9	78	74	10	30	25	746
Columbia	Yosemite	3	8	35	5	101	116	3	1	5	277
Modesto Junior	Yosemite	42	67	283	30	208	151	138	0	138	1,057
Yuba	Yuba	39	30	312	22	96	89	19	1	21	629
TOTAL		3,653	5,119	22,196	2,550	13,607	12,889	7,208	544	8,623	76,389

Table D.2—Weighted Student Counts for 1999–2000 Using Workload Study Relative Weights—Continued

College	District	Hearing	ABI	LD	Vision	Mobility	Other	DDL	Speech	Psych	TOTAL
Cypress	North Orange	0	0	0	0	0	0	0	0	0	0
Fullerton	North Orange	0	2	3	2	4	7	0	3	2	23
Palo Verde	Palo Verde	1	0	0	2	2	9	1	0	2	17
Palomar	Palomar	2	1	4	5	19	13	3	2	17	66
Pasadena City	Pasadena	0	0	6	8	10	10	5	22	18	79
Alameda	Peralta	4	2	9	3	12	13	2	0	20	65
Laney	Peralta	2	3	15	6	47	52	2	3	23	153
Merritt	Peralta	6	5	43	7	14	25	3	15	13	131
Vista	Peralta	2	2	1	2	0	5	0	0	5	17
Santa Ana	Rancho Santiago	4	2	8	5	31	32	2	17	16	117
Redwoods	Redwoods	5	1	1	3	100	24	2	1	62	199
Rio Hondo	Rio Hondo	0	0	1	0	0	0	0	0	0	1
Riverside	Riverside	2	0	6	9	33	38	2	0	41	131
Crafton Hills	San Bernardino Valley	0	0	0	0	0	0	0	0	0	0
San Bernardino Valley	San Bernardino Valley	0	0	0	1	10	9	1	3	15	39
San Diego City	San Diego	7	1	9	4	3	43	2	1	31	101
San Diego Mesa	San Diego	5	0	3	7	30	21	2	4	33	105
San Diego Miramar	San Diego	0	0	2	7	5	23	1	3	21	62
San Francisco City	San Francisco	10	1	5	31	43	25	15	31	47	208
San Joaquin Delta	San Joaquin Delta	2	2	15	16	74	66	17	18	39	249
Evergreen Valley	San Jose	2	0	4	0	3	3	1	14	10	37
San Jose City	San Jose	0	1	3	1	3	6	3	2	2	21
Cuesta	San Luis Obispo	1	0	1	1	12	7	0	1	13	36
Canada	San Mateo	7	2	0	6	51	21	1	0	3	91
San Mateo	San Mateo	2	0	2	6	16	30	0	1	38	95
Skyline	San Mateo	1	0	6	1	22	15	0	2	29	76
Santa Barbara City	Santa Barbara	0	0	0	0	0	0	0	0	0	0
Canyons	Santa Clarita	0	0	1	0	0	3	0	0	0	4
Santa Monica	Santa Monica	0	0	4	5	63	28	3	39	34	176
Sequoias	Sequoias	2	0	7	5	49	80	8	3	68	222
Shasta	Shasta	0	0	0	0	1	2	0	0	0	3
Sierra	Sierra	0	0	1	2	14	11	0	1	3	32
Siskiyou	Siskiyou	0	0	1	3	4	2	1	0	3	14
Solano	Solano County	1	0	0	3	2	0	2	0	3	11
Santa Rosa Junior	Sonoma County	1	0	4	6	31	13	9	1	49	114
Irvine Valley	South Orange Co.	0	0	0	0	3	2	0	1	2	8
Saddleback	South Orange Co.	0	0	0	0	0	0	0	0	0	0
Southwestern	Southwestern	0	0	0	1	0	1	0	5	1	8
Fresno City	State Center	0	1	2	4	1	4	1	0	2	15
Reedley	State Center	0	0	4	4	7	32	3	0	15	65
Moorpark	Ventura County	0	1	22	6	24	71	0	9	54	187
Oxnard	Ventura County	2	0	13	2	16	15	4	4	28	84
Ventura	Ventura County	6	0	1	11	37	24	1	4	21	105
Victor Valley	Victor Valley	1	0	0	5	9	1	0	0	4	20
West Hills	West Hills	1	0	2	0	3	12	3	2	3	26
Taft	West Kern	1	3	0	0	0	6	0	0	1	11
Mission	West Valley Mission	2	0	0	2	7	2	0	1	2	16
West Valley	West Valley Mission	2	2	8	4	8	25	0	28	9	86
Columbia	Yosemite	0	0	1	0	1	0	0	0	0	2
Modesto Junior	Yosemite	1	1	2	3	42	16	3	2	25	95
Yuba	Yuba	2	5	18	5	54	111	0	2	28	225
TOTAL		151	67	412	315	1,600	1,790	273	336	1,450	6,394

Table D.2—Weighted Student Counts for 1999–2000 Using Workload Study Relative Weights—Continued

College	District	Hearing	ABI	LD	Vision	Mobility	Other	DDL	Speech	Psych	TOTAL
Weighted Students, Primary and Secondary											
Allan Hancock	Allan Hancock	180	10	321	26	20	111	189	1	94	952
Antelope Valley	Antelope Valley	351	23	207	28	81	111	21	0	52	874
Barstow	Barstow	33	2	15	5	3	9	5	0	0	72
Butte	Butte	168	50	335	47	73	66	304	0	58	1,102
Cabrillo	Cabrillo	274	293	673	28	156	72	197	5	111	1,809
Cerritos	Cerritos	583	118	130	50	154	113	135	25	29	1,336
Chabot	Chabot-Las Positas	212	10	381	44	31	89	1	0	11	779
Las Positas	Chabot-Las Positas	66	6	218	9	13	14	2	0	12	339
Chaffey	Chaffey	575	160	328	106	138	152	335	6	66	1,865
Citrus	Citrus	242	55	94	39	34	113	17	2	43	638
Coastline	Coast	55	211	1	2	48	4	277	0	3	602
Golden West	Coast	1,345	25	129	43	55	40	14	3	35	1,689
Orange Coast	Coast	352	55	356	40	135	87	9	0	34	1,067
Compton	Compton	36	1	29	4	7	4	14	0	2	97
Contra Costa	Contra Costa	55	21	332	32	26	24	44	0	55	590
Diablo Valley	Contra Costa	410	44	374	73	69	231	86	3	59	1,350
Los Medanos	Contra Costa	66	37	90	16	28	53	0	0	20	309
Copper Mt.	Copper Mt.	55	6	30	5	8	3	2	2	8	119
Desert	Desert	121	27	115	14	41	22	7	12	24	383
El Camino	El Camino	755	87	426	54	106	82	78	5	43	1,636
Feather River	Feather River	0	2	79	6	11	14	9	0	11	132
De Anza	Foothill	572	151	411	61	329	246	269	4	67	2,111
Foothill	Foothill	2,310	340	117	120	225	692	26	1	369	4,201
Ohlone	Fremont-Newark	2,794	10	33	18	110	14	16	0	0	2,995
Gavilan	Gavilan	135	58	282	20	93	31	183	7	17	826
Glendale	Glendale	957	150	488	114	242	141	118	25	97	2,331
Cuyamaca	Grossmont-Cuyamaca	55	11	105	5	11	16	20	2	12	237
Grossmont	Grossmont-Cuyamaca	154	45	215	34	57	43	14	58	35	654
Hartnell	Hartnell	143	10	197	13	50	56	19	1	49	537
Imperial Valley	Imperial	275	4	274	57	24	57	24	1	13	729
Bakersfield	Kern	480	38	379	47	91	156	38	3	53	1,284
Cerro Coso	Kern	79	21	281	16	48	22	10	0	27	506
Porterville	Kern	117	14	171	17	101	142	6	1	16	585
Lake Tahoe	Lake Tahoe	154	23	304	15	44	38	14	1	11	605
Lassen	Lake Tahoe	36	55	155	14	30	16	55	0	11	373
Long Beach City	Long Beach	513	44	135	69	243	163	274	42	101	1,584
East Los Angeles	Los Angeles	220	36	255	29	51	68	23	0	35	717
Los Angeles City	Los Angeles	176	12	237	159	109	462	4	1	81	1,241
Los Angeles Harbor	Los Angeles	55	17	139	24	21	102	20	0	31	409
Los Angeles Mission	Los Angeles	132	12	102	9	3	99	19	1	47	424
Los Angeles Pierce	Los Angeles	990	42	271	30	55	60	147	1	38	1,633
Los Angeles Southwest	Los Angeles	22	4	23	7	38	36	6	0	6	141
Los Angeles Trade Tech	Los Angeles	814	26	150	27	91	119	11	4	75	1,317
Los Angeles Valley	Los Angeles	509	54	187	50	105	272	50	6	104	1,337
West Los Angeles	Los Angeles	132	1	134	11	50	36	4	2	15	385
American River	Los Rios	916	21	883	77	84	519	0	0	81	2,581
Cosumnes River	Los Rios	176	21	282	34	30	58	0	0	27	628
Sacramento City	Los Rios	362	45	458	70	95	105	71	4	78	1,287
Marin	Marin	471	193	480	27	188	314	52	0	68	1,793
Mendocino	Mendocino	121	2	61	9	1	33	5	0	19	250
Merced	Merced	165	35	162	39	77	53	311	1	45	888
Mira Costa	Monterey Peninsula	121	29	143	18	27	78	53	1	24	494
Monterey Peninsula	Monerey	270	67	341	27	47	40	31	0	42	864
Mt. San Antonio	Mt. San Antonio	902	117	661	32	132	116	26	5	79	2,069
Mt. San Jacinto	Mt. San Jacinto	244	20	128	21	40	60	12	0	33	559
Napa	Napa Valley	110	24	719	13	690	12	132	2	218	1,919

Table D.2—Weighted Student Counts for 1999–2000 Using Workload Study Relative Weights—Continued

College	District	Hearing	ABI	LD	Vision	Mobility	Other	DDL	Speech	Psych	TOTAL
Cypress	North Orange	253	7	207	18	45	28	17	4	25	604
Fullerton	North Orange	341	30	293	287	60	58	267	22	142	1,501
Palo Verde	Palo Verde	36	2	22	5	10	7	15	0	5	102
Palomar	Palomar	458	130	222	55	73	96	50	12	50	1,145
Pasadena City	Pasadena	726	56	452	45	63	40	40	24	83	1,529
Alameda	Peralta	156	58	182	30	23	55	53	0	27	584
Laney	Peralta	590	24	200	32	51	55	6	2	35	994
Merritt	Peralta	64	29	204	22	39	24	5	10	33	429
Vista	Peralta	260	48	67	39	83	28	5	0	36	565
Santa Ana	Rancho Santiago	1,036	97	363	67	159	66	86	90	24	1,989
Redwoods	Redwoods	391	62	546	41	219	74	26	1	133	1,493
Rio Hondo	Rio Hondo	308	27	163	27	6	47	105	2	13	697
Riverside	Riverside	1,041	0	335	69	146	134	21	1	51	1,798
Crafton Hills	San Bernardino Valley	0	14	104	9	34	24	6	0	18	209
San Bernardino Valley	San Bernardino Valley	286	38	87	33	74	80	26	2	40	666
San Diego City	San Diego	320	34	244	90	12	123	16	1	92	931
San Diego Mesa	San Diego	908	105	258	36	106	42	12	4	66	1,536
San Diego Miramar	San Diego	649	312	239	569	87	97	492	4	615	3,064
San Francisco City	San Francisco	1,683	167	244	251	139	270	349	29	187	3,321
San Joaquin Delta	San Joaquin Delta	766	94	342	104	145	128	181	6	48	1,812
Evergreen Valley	San Jose	139	29	90	13	25	40	10	20	17	381
San Jose City	San Jose	209	42	131	31	35	44	28	11	41	571
Cuesta	San Luis Obispo	223	43	398	24	48	173	7	6	48	970
Canada	San Mateo	78	89	74	14	56	8	6	0	43	368
San Mateo	San Mateo	106	159	119	30	152	66	1	2	55	691
Skyline	San Mateo	135	24	225	17	54	22	1	2	42	521
Santa Barbara City	Santa Barbara	220	20	424	20	58	163	5	1	49	958
Canyons	Santa Clarita	132	12	62	14	3	57	0	3	11	294
Santa Monica	Santa Monica	374	164	341	42	63	113	27	14	126	1,264
Sequoias	Sequoias	359	49	313	31	111	51	47	4	48	1,013
Shasta	Shasta	286	55	275	45	36	93	184	2	47	1,022
Sierra	Sierra	319	63	420	40	117	115	35	1	37	1,149
Siskiyou	Siskiyou	66	7	115	7	49	62	12	0	15	333
Solano	Solano County	179	29	131	50	36	148	64	2	63	701
Santa Rosa Junior	Sonoma County	1,048	277	461	96	181	55	43	0	94	2,257
Irvine Valley	South Orange Co.	143	18	173	18	42	33	17	0	23	467
Saddleback	South Orange Co.	616	96	446	48	205	61	22	2	36	1,534
Southwestern	Southwestern	209	49	339	35	37	56	32	20	39	813
Fresno City	State Center	693	68	277	59	41	168	217	6	84	1,613
Reedley	State Center	209	12	160	6	9	54	27	0	11	487
Moorpark	Ventura County	242	59	492	25	52	164	9	32	95	1,169
Oxnard	Ventura County	414	37	281	17	35	52	56	7	31	929
Ventura	Ventura County	350	60	625	52	52	60	71	3	40	1,313
Victor Valley	Victor Valley	333	32	417	21	38	47	26	0	17	932
West Hills	West Hills	58	5	91	11	19	19	26	1	11	241
Taft	West Kern	14	3	42	0	0	7	61	0	0	129
Mission	West Valley Mission	128	29	79	10	14	36	6	12	25	338
West Valley	West Valley Mission	579	132	436	18	47	59	9	38	18	1,336
Columbia	Yosemite	33	10	43	9	60	84	3	1	3	244
Modesto Junior	Yosemite	465	80	343	55	130	112	129	1	93	1,409
Yuba	Yuba	436	38	384	42	66	89	18	2	19	1,092
TOTAL		40,681	6,116	27,005	4,735	8,316	9,674	6,780	645	5,794	109,746