



**Florida's Focus on
Adults with Learning Disabilities**

**ANALYSIS OF
NEEDS ASSESSMENT SURVEY**



FLORIDA DEPARTMENT OF EDUCATION
CHARLIE CRIST, COMMISSIONER
www.firn.edu/doe

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Dr. Rochelle Kenyon, Project Director
Bridges to Practice: Florida's Focus on Adults with Learning Disabilities
A Project of Florida Human Resources Development, Inc.

BRIDGES TO PRACTICE:

Florida's Focus on Adults with Learning Disabilities

In late September, 2000, a needs assessment was distributed statewide, and responses were collected through October 20th. The purpose of the needs assessment was to allow Bridges planners to anticipate specific training needs throughout Florida, so that training sessions might be customized prior to being offered in various regions. A total of **249 needs assessment forms** were distributed, and **127 responses** were received, indicating a **return rate of 51%**. The responses were then tabulated, percentages calculated and other information was collated. Results are indicated as follows:

1. Current job title:

Administrators (55%)

Teachers (33%)

Volunteers (1%)

Aides (1%)

Others (11%):

Department Heads

Teachers on Special Assignment

Program Specialists

ESE Specialists

Coordinators

2. Adult program of employment (some employed in more than one area):

GED (47%)

ABE (46%)

Laubach (7%)

LVA (2%)

Other programs (20%):

ESOL

Adult High School

Vocational Education

Parenting

Adults with Disabilities

Welfare to Work

Family Literacy

Technical Education

GED Testing

3. Current affiliation:

School Districts (58%)

State Department of Corrections (15%)

One-Stop Centers (9%)

Community Colleges (8%)

Libraries (2%)

Others (6%):

**Workforce Development Boards
Mental Health Units of State Prisons
Florida Department of Education
Adult Centers
Vocational Technical Centers
Central Office Administrative Complexes**

School Districts represented by respondents included the following: **Alachua, Baker, Bradford, Brevard, Broward, Charlotte, Collier, Columbia, Dixie, Escambia, Hendry, Hillsborough, Indian River, Jackson, Jefferson, Lake, Lee, Leon, Liberty, Madison, Manatee, Marion, Martin, Miami-Dade, Orange, Okaloosa, Palm Beach, Pasco, Pinellas, Putnam, St. John's, Sarasota, Taylor and Washington.**

Workforce Development Boards represented by respondents were the following: **Alachua, Bay, Broward, Franklin, Gulf, Region 6 and Region 24.**

Community Colleges represented by respondents were the following: **Florida Community College at Jacksonville, Gulf Coast Community College, Miami-Dade Community College, North Florida Community College, Osceola-Walton Community College, St. Petersburg Junior College, Santa Fe Community College, and Seminole Community College.**

4. Availability at workplace of a person responsible for identifying and providing assistance for students with learning disabilities:

**Yes (44%)
No (48%)
Don't know (2%)**

Contact information for those responsible persons identified above:

A list of names is available upon request.

5. Suspicion or knowledge of having a student with a learning disability:

**Yes (92%)
No (3%)**

6. Familiar with characteristics of a student who has a learning disability:

**Yes (59%)
No (4%)
Somewhat (37%)**

7. Can define specific learning disabilities well enough to differentiate that disability from others:

**Yes (3%)
No (44%)
Somewhat (51%)**

8. Familiar with the legal considerations regarding accessibility for students with disabilities:

**Yes (58%)
No (9%)
Somewhat (31%)**

9. Familiar or somewhat familiar with local resource agencies and sources of information regarding learning disabilities:
- Yes (44%)**
No (8%)
Somewhat (45%)
10. Know the difference between screening versus diagnosing a learning disability:
- Yes (50%)**
No (19%)
Somewhat (31%)
11. Have time to screen their students for learning disabilities and refer them for diagnostic testing:
- Yes (19%)**
No (45%)
Somewhat (24%)
12. Know how to determine accommodations for students with learning disabilities:
- Yes (32%)**
No (18%)
Somewhat (41%)
13. Would like help in understanding and providing students with a variety of learning strategies:
- Yes (79%)**
No (13%)
14. Would like their teachers provided with help in appropriate strategies to minimize students' learning deficits:
- Yes (83%)**
No (8%)
15. Know where to find appropriate learning materials for adult students with learning disabilities:
- Yes (20%)**
No (19%)
Somewhat (55%)
16. Asked for help in developing teaching strategies and instructional adaptations appropriate for adults with learning disabilities:
- Yes (73%)**
No (10%)
Somewhat (8%)

17. Aware of the impact of the learning environment on the social skills and self-advocacy skills of adults with learning disabilities:

Yes (54%)

No (8%)

Somewhat (35%)

18. Additional needs or comments listed by respondents:

- **Simple screening test done in classroom; one-room schoolhouse**
- **Really nice artwork on your Bridges Flyer; logo is great.**
- **Need funding for certified counselor for adult ed. programs.**
- **Could identify someone in college to train to become a trainer**
- **Testing accommodations; I am very excited about this program!**
- **As the one-stop operator, all of our workforce development partners may benefit from training in LD.**
- **How long and how involved is the training? I am the ESE teacher on MTJ Campus and would appreciate help with strategies to help our instructors understand and teach students with SLD.**
- **We serve low-functioning adults and teens and refer them to workforce council of SW Florida for testing and training opportunities.**
- **I am the Department Chair for Adult Education in Lake County and would be interested in sending one or two of our instructors to training so that they might return and share their teaching strategies with the other instructors.**
- **I am in full support of your efforts; we have even discussed a regional conference (workshop) in this critical area.**
- **Funding is the biggest issue. There are no funds for diagnostic testing nor adaptive materials, nor accommodations nor to send teachers to training, nor for specialized equipment.**
- **Need all information pertaining to teacher/volunteer workshops/training for adults with LD.**
- **Need help assessing and identifying learning disabilities in ESL adult learners; need training for our instructors. Need a simple learning styles assessment tool.**

19. Preferences for attending regional training sessions:

Single Day Session (78%)

Two-day Training (21%)

Training over Three or More Days (13%)

20. Interested in learning to be a trainer in the Florida Bridges project:

Yes (23%)

No (28%)

Need more information first (43%)

21. Additional contacts who would benefit from training on adults with learning disabilities (some respondents also included their own information here):

A list of names is available upon request.