



Resources to Support Educators in the Georgia Dyslexia Pilot Program: Funding

Developed by the Southern Regional Education Board for the Region 6 Comprehensive Center (April 2020)

Districts in Georgia’s dyslexia pilot program requested information on how they can fund dyslexia intervention for students and training for teachers to meet the requirements of Georgia Senate Bill 48. This document covers federal, state, and private funding sources that may be used to cover the cost of dyslexia training and/or intervention.

These resources can support districts and schools as they carry out the requirements of the pilot program, including screening students for characteristics of dyslexia and providing students who have characteristics of dyslexia with an approved reading program staffed by teachers trained in structured literacy. The beginning of each section provides further information about how the information in the section was selected for inclusion in this document.

Federal Sources

These key federal and state funding sources stipulate requirements for how schools and districts carry out work related to the pilot program. They may also provide opportunities for districts to fund aspects of the work. The sources listed here are those whose allowable uses have clear links to the instructional and training needs of a district implementing Georgia’s dyslexia pilot program.

IDEA, Part B

The [Individuals with Disabilities Education Act](#) is a law that governs how states and public agencies “make available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.” Districts receive funds to provide special education and related services to children and youth ages 3 through IDEA Part B.

IDEA allows school districts to use up to 15 percent of their IDEA Part B funds to develop and implement Coordinated Early Intervening Services for students in grades K-12 who are not identified as needing special education or related services, but who need additional academic or behavioral support to succeed in the general education environment. These funds should be used for support, not direct instruction.

Allowable uses include:

- Professional development to enable staff to deliver interventions, including scientifically based literacy instruction;
- Training on the use of adaptive and instructional software;
- Providing educational evaluations, services, and supports, including scientifically based literacy instruction (this may also cover the purchase of intervention programs); and
- Supplementary school improvement activities conducted under other federal programs.

Amount: Varies; up to 15% of IDEA Part B funds

[ESSA Title I, Part A](#)

The [Every Student Succeeds Act](#) provides, among other things, federal grants to state educational agencies to improve the quality of elementary and secondary education. States receive these federal funds and pass them to districts based on a given district population of low-income students. The purpose of Title I, Part A is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Schoolwide Title I programs may consolidate Title I funds and other federal and state funds. A school operating a schoolwide program may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan.

[Examples](#) of allowable uses of Title I funds that could support schools and districts in carrying out the dyslexia pilot program include:

- Salaries for core instructional staff;
- Instructional materials, supplies, and licenses for software or curriculum programs that are evidence-based, supplemental, and necessary to meet goals and objectives (e.g. a structured literacy program);
- Professional development and associated travel costs;
- Technology devices for classroom and student use (e.g. assistive technology devices) that are connected to a program's goals and objectives;
- Tuition/course work that directly relates to a teacher's assignment and instructional strategies to meet the needs of struggling students (e.g. dyslexia endorsement); and
- Costs of membership to professional organizations and periodicals (e.g. the International Dyslexia Association or scientific journals focused on literacy or dyslexia).

Amount: Varies

ESSA Title II, Part A

Title II, Part A is a federal formula grant. The purpose of these funds is to: increase student achievement consistent with challenging State academic standards; to improve the quality and effectiveness of teachers; principals and other school leaders; to increase the number of teachers; principals and other school leaders who are effective in improving student academic achievement in schools; and to provide low-income and minority student greater access to effective of teachers, principals and other school leaders.

Allowable uses that could support schools and districts in carrying out the dyslexia pilot program include:

- Stipends for teachers, assistant principals, principals, or other school leaders completing professional development;
- Salaries for instructional/academic coaches or professional development specialists;
- Salary/additional compensation for teachers;
- Travel for professional development; and
- Training and education costs, including necessary supplies.

Amount: Varies

ESSA Title IV, Part A

Title IV, Part A, Student Support and Academic Enrichment grants are made to states, which then allocate funds to districts. Georgia allocates Title IV, Part A funds to districts on a formula basis. The funds are intended to increase the capacity of states, local educational agencies, schools, and local communities to: provide all students with access to a well-rounded education; foster safe, healthy, supportive, and drug-free environments that support student academic achievement; and improve the use of technology in order to increase access to personalized, rigorous learning experiences supported by technology.

Allowable uses that could support schools and districts in carrying out the dyslexia pilot program include the following.

- Providing all students with access to a well-rounded education by:
 - Ensuring access to all; and
 - Supplementary endorsements (e.g. the dyslexia endorsement).
- Improving the use of technology by:
 - Discovering/adapting/sharing educational resources;
 - Computerized assessments (could include computerized screening);
 - Digital learning technologies;
 - Assistive technology;
 - Infrastructure (equipment, software, applications, platforms, digital instructional resources, one-time IT purchases)—15% cap on spending; note that

- 85% of funds must be utilized for the support of professional development.

Amount: Georgia allocates Title IV, Part A funds to LEAs on a formula basis. The minimum allocation is \$10,000.

State Sources

Early Intervention Program (EIP)

Georgia law and State Board of Education rule established and guide the [Early Intervention Program](#) (EIP) to provide additional support to K-5 students who are at risk of not reaching or maintaining academic grade level. EIP provides additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade-level performance in the shortest possible time. These funds are allocated based on the number of students who qualify for EIP in each school or district. Two delivery models should qualify for the use of EIP funds for dyslexia intervention:

(1) Self-Contained – This model is used to reduce the class size to provide more emphasis on instruction and increased academic achievement.

(2) Pull-Out – EIP students are removed from the classroom for instruction by an additional certified teacher. This model may serve a maximum of 14 students at a time.

Schools could also use the Innovative Model option to submit a design model for dyslexia intervention classes.

Amount: One FTE per 11 EIP students. For FY20, EIP funding equaled the following amounts:

Kindergarten: \$5,752.08 per FTE

Grades 1-3: \$5,057.76 per FTE

Grades 4-5: \$5,042.28 per FTE

Literacy for Learning, Living and Leading in Georgia (L4GA)

The L4GA grant is a competitive grant awarded to districts that seek to improve their students' literacy achievement. The funding focuses on creating sustainable systemic change. Funded projects should support improvements to everyday practice for school leaders, community members, families, teacher educators, teachers, and students.

Professional learning is a key component of the grant. There should be a direct tie to literacy instruction, and professional learning should include all teachers of reading/literacy, including early care and learning providers, CTAE, Special Education teachers, and all content teachers as well as community partners and parents as appropriate.

The application window for FY21 L4GA grants is now closed. Districts that have applied for and received L4GA funding for FY21 will be notified soon. The application window for FY22 will open in January 2021.

Amount: Roughly \$300-\$500 per student

Private Grants

These grants were found in a web-based search using the term “dyslexia teacher training grant.” They are available either to Georgia educators specifically or to anyone in the nation.

International Dyslexia Association – Georgia Branch

The Georgia branch of the IDA is a non-profit organization whose goal is to provide essential evidence-based research information about assessment, diagnosis, resources, and appropriate educational intervention. The IDA-GA Scholarship Program offers scholarships for individuals taking courses in structured literacy professional education methodologies. Scholarship funds may be used for materials and/or course fees.

Amount: up to 50% of the cost of the course to a maximum of \$500

Donegan Burns Foundation

The Donegan Burns Foundation’s mission is to provide grants for literacy and after-school programs, as well as scholarships for deserving youth. Since April 2012, the Foundation has offered the Dyslexia Testing and Intervention Grant to assist with teacher education, equipment, testing and intervention. The grant provides \$12,000 for dyslexia testing and intervention for children in first through third grades in schools and for children ages 5-15 in after-school programs. The cost of technology, materials, and training is covered. Grantees also receive testing and reading intervention software and support valued at approximately \$13,000.

Amount: \$5,000 - \$25,000

Boon National Scholarship

Boon Philanthropy Inc. is a small public charity dedicated to funding teacher training in structured literacy approaches. Boon offers scholarships to schoolteachers who seek professional learning in explicit, multi-sensory reading instruction methods aligned with National Reading Panel recommendations, Academy of Orton-Gillingham (AOGPE), International Multisensory Structured Language Education Council (IMSLEC), Academic Language Therapy Association (ALTA) and Wilson Language Training (WLT).

The following organizations in Georgia qualify for the scholarship: Ava White Academy and Tutorials, Kendore Multisensory Structured Language Teacher Certification Course, and The

Schenck School (which now offers courses through The Dyslexia Resource). Districts seeking structured literacy training through these organizations are eligible to apply for the Boon National Scholarship.

Amount: Unclear, but small

The Region 6 Comprehensive Center is operated by the [SERVE Center](#) at UNC Greensboro, and serves Georgia, North Carolina, and South Carolina. For more information about the Region 6 Comprehensive Center, visit the website at: <https://region6cc.org>.

To follow the progress of the Georgia Dyslexia Pilot Initiative, visit the web page at: <https://region6cc.org/GeorgiaProjects>.

For more information about dyslexia policy in Southern Regional Education Board states, visit <https://www.sreb.org/dyslexia>.

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