

Dyslexia Screening – Pilot Program – HB1461 Funding Opportunity 2019 – 2021

The North Dakota Department of Public Instruction (NDDPI) has \$250,000 in state funding available for the 2019-2021 biennium for applicants to establish and operate a pilot program to provide early screening and intervention services for children with risk factors for dyslexia, including low phonemic awareness. For purposes of this funding opportunity:

- a. "Dyslexia" means a specific learning disability that is neurological in origin and characterized by difficulties with accurate or fluent recognition of words and poor spelling and decoding abilities, independent of the individual's general intelligence level.
- b. "Specialist trained in dyslexia" means an individual who:
 - i. Has expertise providing training in phonological and phonemic awareness, sound and symbol relationships, alphabet knowledge, rapid naming skills, and encoding and decoding skills;
 - ii. Is fluent in the dyslexia intervention process; and
 - iii. Has training in identifying dyslexia.

To be eligible to participate in the pilot program, a school district, regional education association, or special education unit must submit an application to the state superintendent which meets the requirements outlined below.

Application Due Date: October 1, 2019 *(Please see attached scoring rubric.)*

Dyslexia Screening Pilot Application

Proposal – A formal written proposal must be developed and submitted that includes the requirements of the pilot program, directly from the bill language, listed below. The proposal must be thorough and include adequate detail. Factors to address shall include, but are not limited to, the following:

- Proposal title
- Proposal contact information
- Content Requirements, per HB1461:
 - a) Identifies a process for selecting a method of screening children under seven years of age (and for children transferring into a school/district) for low phonemic awareness and other risk factors for dyslexia.
 - Includes a detailed rationale for the selection process (i.e., research, evidence, case studies, school/district-specific data, etc.).
 - b) Provides a plan for the enrollment of children identified as having risk factors for dyslexia in reading intervention services staffed by specialists trained in dyslexia and multisensory structured language programs.
 - c) Includes a methodology for evaluating the effects of the reading program on the identified risk factors of the child.
 - Details an assessment plan to determine the effectiveness of the program in improving the reading and learning skills of children enrolled in the program, as well as providing an explanation on what will be done if the reading program is not effective.

- d) Provides professional development on dyslexia identification and interventions to pilot program personnel.
- Information on the development and production of resources and deliverables to be used by other educators across the state.
- Assurance to make deliverables available on a free, open, and publicly available platform (i.e., OER Commons, NDDPI website, etc.).
- Discussion of goals and assessment of the proposal.
- Collaborative partnerships deployed to support this funding.
Although not required, applicants are encouraged to develop collaborative partnerships with other organizations to support this initiative.
- Detailed two-year implementation timeline.

Budget Application – A budget must be submitted with the total amount requested clearly detailed and identified. [State Form \(SFN 52929\)](#) will be used to summarize the budget request. The budget information must:

- Identify fiscal agent contact information.
- Provide narrative specifically outlining how funds will be used to support the dyslexia screening process (i.e., professional salary, non-professional salary, employee benefits, purchased professional & technical services, maintenance, travel, supplies, materials, equipment, registration, etc.).
- Outline if additional funds from outside sources will be utilized to complement the initiative.
- Operate within the funding period: **November 15, 2019 through June 30, 2021**

Close Out and Reporting – The proposal must include the grantee’s plan for reporting the final outcomes of the project, which needs to include information regarding the operation, results, and effectiveness of the pilot program. Before July 1, 2021, the superintendent of public instruction shall compile the information and report to the legislative management with a recommendation whether to continue the pilot program beyond the 2022 - 2023 school year. This will be due with the final request for funds prior to July 10, 2021. Factors to address may include, but are not limited to:

- What were the major goals and objectives of the pilot? Explain the screening method used and the specific data collected.
- What were the results and effectiveness of the pilot program? Make sure to include both preliminary and outcome data:
 - What was the number of students who needed special education support for needs associated with dyslexia?
 - What was the number of general education students impacted by the reading program?
 - What were the intervention tools and/or strategies used to address students’ needs associated with dyslexia (phonemic awareness, sound and symbol relationships, alphabet knowledge, rapid naming skills, encoding/decoding, etc.) and the outcomes of these tools and/or strategies?
- What stakeholders were consulted or partnered with on this initiative? How was this represented? Provide a reflection of collaborative partnerships.
- Should funding be available, what are next steps for this initiative? How could activities or professional learning be sustained?