

## PROGRAM DESCRIPTION

Department of Elementary and Secondary Education

HB Section(s): 2.130

Dyslexia Training Program

Program is found in the following core budget(s): Dyslexia Training Program

**1a. What strategic priority does this program address?**

Early Learning & Early Literacy

**1b. What does this program do?**

This program will provide ongoing support for regional consultants who will deliver trainings in virtual and face-to-face formats to their partner districts for general education teachers in the following: (1) mandated professional development in the recognition of the characteristics, signs/symptoms of dyslexia, (2) screenings for reading readiness skills and weaknesses indicative of dyslexia, (3) evidence-based instruction through research-based professional development courses, and (4) appropriate supports including available technologies to assure that students with dyslexic characteristics have access to grade-level curriculum. Addressing these components will prepare educators to better serve this group of students.

**2a. Provide an activity measure(s) for the program.**

Number of educators/teachers/administrators who received training directly or through regional centers.									
FY 2020		FY 2021		FY 2022		FY 2023		FY 2024	
Projected	Actual	Projected	Actual	Projected	Actual	Projected	Projected	Projected	Projected
6,500	6,000	7,000	6,800	7,500	7,200	8,000	8,000	8,000	8,000

*Data obtained from the Dyslexia training consultants at the Regional Professional Development Centers.*

Percentage of districts that received training on characteristics of dyslexia.									
FY 2020		FY 2021		FY 2022		FY 2023		FY 2024	
Projected	Actual	Projected	Actual	Projected	Actual	Projected	Projected	Projected	Projected
75%	75%	80%	80%	80%	85%	80%	80%	80%	80%

*Data obtained from the Dyslexia training consultants at the Regional Professional Development Centers.*

**2b. Provide a measure(s) of the program's quality.**

The Department plans to utilize on-line survey tools and also receive feedback through paper-pencil surveys following trainings. Initial responses indicate over 90% agreement on quality, relevance, and utility.

*Data obtained from the Dyslexia training consultants at the Regional Professional Development Centers.*

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2c. Provide a measure(s) of the program's impact.

Number of districts that participated in trainings with formalized implementation plans or new related policies.									
FY 2020		FY 2021		FY 2022		FY 2023		FY 2024	
Projected	Actual	Projected	Actual	Projected	Actual	Projected	Projected	Projected	Projected
500	500	500	500	500	500	500	500	500	500

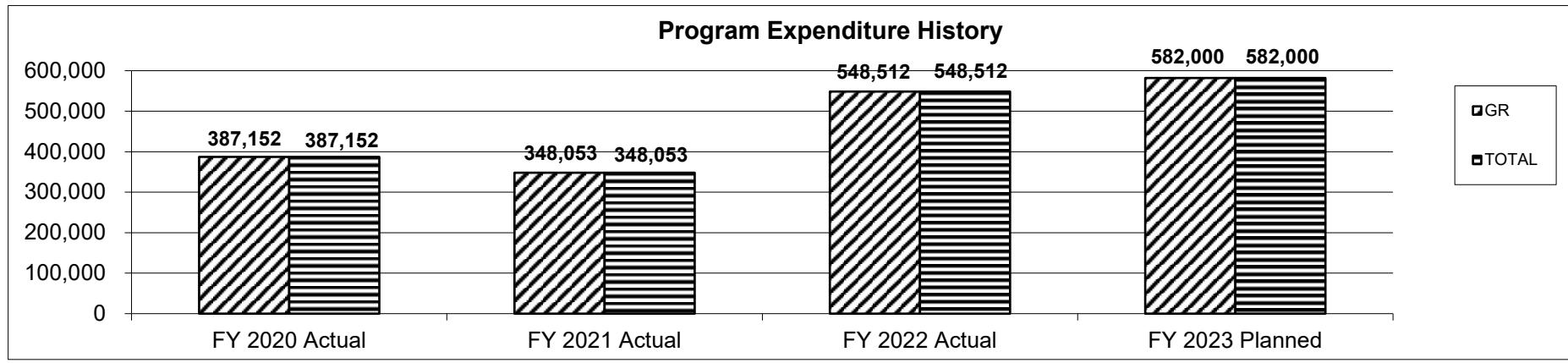
Data obtained from the Dyslexia training consultants at the Regional Professional Development Centers.

2d. Provide a measure(s) of the program's efficiency.

Cost per district that received professional development training on dyslexia.									
FY 2020		FY 2021		FY 2022		FY 2023		FY 2024	
Projected	Actual	Projected	Actual	Projected	Actual	Projected	Projected	Projected	Projected
\$740	\$774	\$1,000	\$696	\$1,000	\$1,097	\$1,000	\$1,000	\$1,000	\$1,000

Data obtained from the Dyslexia training consultants at the Regional Professional Development Centers.

3. Provide actual expenditures for the prior three fiscal years and planned expenditures for the current fiscal year. (Note: Amounts do not include fringe benefit costs.)



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**4. What are the sources of the "Other " funds?**

N/A

**5. What is the authorization for this program, i.e., federal or state statute, etc.? (Include the federal program number, if applicable.)**

House Bill Section 2.130

**6. Are there federal matching requirements? If yes, please explain.**

No

**7. Is this a federally mandated program? If yes, please explain.**

No