
4B

Information

Educator Preparation Committee

Final Report on the 2021 Dyslexia Grants to Preparation Programs

Executive Summary: This agenda item provides a final report on the Dyslexia Grants to Preparation Programs authorized by 2021 legislation, including a summary of qualitative and quantitative data collected and suggested Dyslexia resources from grantees.

Recommended Action: For information only

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Strategic Plan Goal

Educator Preparation and Advancement

- **Goal 2.** Prospective educators have multiple pathways to explore and access careers in education and advance in the profession.
- **Goal 3.** California's educators reflect the diversity of the students they serve.
 - F. Administer grant programs that expand pathways to credentialing.

Final Report on the 2021 Dyslexia Grants to Preparation Programs

Introduction

This agenda item provides a final report on the Dyslexia Grants to Preparation Programs (Dyslexia Grant) authorized by 2021 legislation.

Background

Assembly Bill 128 (Chap. 21, Stats. 2021), also known as the Budget Act of 2021, provided the Commission a one-time General Fund budget appropriation of \$2 million in the 2021-22 fiscal year for competitive grants to teacher preparation programs to update program curriculum and course offerings to align with the Universal Teacher Performance Expectations (TPEs) and the updated Education Specialist TPEs, as well as to include pedagogy on dyslexia and research-based practices that support teaching students with dyslexia and to incorporate the [California Dyslexia Guidelines](#).

The Request for Applications (RFA) provided the opportunity for one-time grant awards of up to a maximum of \$21,000 to eligible Institutions of Higher Education (IHEs) or Local Education Agencies (LEAs) with Commission-approved teacher preparation programs. Each eligible institution could apply for \$7,000 per Education Specialist, Multiple Subject, and/or Single Subject teacher preparation program, with funding available for use through June 30, 2023.

Eligible IHEs and LEAs had to offer one or more of the following preliminary or intern teacher preparation programs:

- (a) Dual general education and special education program (Note: each credential program within the dual program was funded separately),
- (b) Education Specialist credential,
- (c) Multiple Subject credential, and/or
- (d) Single Subject credential.

In making these Dyslexia Grants available, the intent of the grant program was that grantees use these funds efficiently and effectively so that they would be prepared to implement updated curriculum and course offerings no later than the 2023-24 academic year. In addition, the IHE or LEA grantee was to be prepared at the end of the revision process to submit course matrices for the credential areas (a-d above) that addressed and included the key characteristics and components of the TPEs, pedagogy on dyslexia, research-based practices that support teaching students with dyslexia, and incorporated the [California Dyslexia Guidelines](#).

The RFA was released on April 29, 2022, with a due date of June 17, 2022. On June 29, 2022, [25 proposals were funded](#) for a total of \$421,803 (see [Appendix B](#)). Because funds needed to be encumbered by June 30, 2022, no additional RFAs were released for this grant program.

2021 Dyslexia Grants Data

The 25 Dyslexia grantees were asked to submit a final report detailing budget expenditures and grant activities by July 31, 2023. All grantees submitted a final report. In addition to being prepared to address their readiness to implement revised and/or newly developed course curriculum and course offerings that exhibits the key characteristics, LEAs or IHEs were required to provide:

- (a) Budget expenditures in the categories approved in their grant application.
- (b) A description of revised curriculum and new course offerings to address the Universal Teaching Performance Expectations (TPEs), dyslexia (including the [California Dyslexia Guidelines](#)), and the updated Education Specialist TPEs.
- (c) The process used to develop revised and/or new curricula and course offerings.
- (d) Best practices, lessons learned, and challenges experienced through the development process.
- (e) A course matrix linking sample course syllabi for each credential area identifying where each of the new TPEs and dyslexia pedagogy are introduced, practiced, and assessed.

Quantitative Data

On the final report, grantees indicated whether they had completed their approved grant activities or not, how grant funds had been expended, and which of their approved programs had been updated using grant funds.

Program areas addressed by grant funds varied by institution. Twenty grantees updated education specialist programs, 20 grantees updated multiple subject programs, 18 updated single subject programs, and 3 updated dual credential programs, for a total of 61 credential programs impacted by Dyslexia Grant funds.

Table 1 indicates that all grantees provided a final report and 80% indicated that their grant activities were complete as of May 2024. Grant activities not completed by the submission of this report were related to final approvals for updated courses or course matrices that were still in process with the institution. Commission staff will continue to track progress until all grant activities are complete.

Table 1: 2021 Dyslexia Grants – Grant Activities Completed as of May 2024

Report Question: Has the LEA or IHE Completed All Activities Outlined in the Proposal?	Number of Grantees Selecting this Option (n = 25)	Percent of Those Reporting
Yes	20	80%
No	5	20%

Table 2 provides data related to grant expenditures for all grantees who have spent all their grant funds. Approximately \$15,000 in grant funds have yet to be spent.

Table 2: 2021 Dyslexia Grants – Grant Funds Expended in the Program Period

Type of Funding	Grant Funds Education Specialist	Grant Funds Multiple Subject	Grant Funds Single Subject
Stipends	\$46,837.46	\$31,313.97	\$23,294.38
Release Time	\$0	\$0	\$0
Salaries	\$59,440.10	\$50,341.49	\$42,404.15
Professional Learning	\$16,263.38	\$16,123.39	\$16,989.33
Consultant (e.g., content, specialty, dyslexia, other)	\$32,247.88	\$22,345.90	\$11,246.89
Program Administration (8% cap)	\$11,183.65	\$9325.36	\$7,689.36
Other	\$3,523.30	\$1,674.25	\$2,183.40
Totals	\$169,495.77	\$131,124.36	\$103,807.51

Qualitative Data

The grantees were asked to provide narrative responses to questions summarizing their program updates and discussing the process and best practices/lessons learned in the development process. All 25 grantees provided detailed narrative responses in the areas indicated below.

Alignment with the Universal TPEs

While many institutions reported already having programs aligned with the Universal TPEs, additional work did occur in this area, including re-examination and refined alignment of the Universal TPEs with the California Dyslexia Guidelines in course outcomes/objectives and assignments. Grant funds provided opportunities for professional development and for teams of faculty to collaborate across program areas in specified work groups. Funds were also used to purchase multisensory materials that were made available for use in courses. Grantees also reported the inclusion of new standardized and formative assessment tools for dyslexia and inclusive practices for students with disabilities, with an emphasis on evidence-based practices and [High-Leverage Practices \(HLPs\)](#).

Pedagogy on Dyslexia and the California Dyslexia Guidelines

Grantees reported that the inclusion of numerous resources related to Dyslexia were added to courses (see [Appendix A](#)). The California Dyslexia Guidelines, evidence-based practices, dyslexia modules (developed by a consultant hired by grant funds), appropriate accommodations and modifications for students with dyslexia, and many other high-quality resources were added across programs. One grantee reported developing a new course focused on Dyslexia. Faculty at another program developed a dyslexia matrix to align incorporation of information across the program, and a common theme in the reports was the use of grant funding to provide support for faculty teams and workgroups collaborating across programs, which eliminated redundancies and gaps in content. To provide the most recent content related to dyslexia, grantees organized workshops and professional development (including attendance at the

International Dyslexia Association Conference) for faculty teaching courses with dyslexia content.

Aligning Programs with the New Education Specialist TPEs

Grantees reported that programs were aligned to the new Education Specialist TPEs when mandated to do so. Grant funds allowed the programs to add updated content about Dyslexia, hire a consultant to align literacy course syllabi as they related to dyslexia, and to provide a more thorough incorporation of dyslexia and the California Dyslexia Guidelines.

Best Practices

Grantees were given an opportunity to share best practices learned throughout their work. A consistent theme in the responses centered on the use of cross-program/course faculty teams and collaboration. The incorporation of dyslexia content across programs provided a unique opportunity for faculty from different courses and programs to dive deep and come to consensus and a shared vision. Through this collaboration, one grantee developed long-term projects that started in one course and finished in another, allowing for developmental growth and spiraling of the curriculum. Another grantee wrote courses for the Universal TPEs that their general education and special education candidates take together, allowing for collaboration and shared knowledge across programs. One institution began holding pre- and post-course meetings with faculty teaching the same course to review course feedback, evaluation data, and calibration of scoring, while incorporating discussions about the California Dyslexia Guidelines.

Other grantees sought out creative ways to build knowledge and expertise around the topic of dyslexia including a literacy lab day, conference attendance, professional development and collaboration with experts, book club meetings, opportunities to practice with hands-on materials, developing a crosswalk of the California Dyslexia Guidelines and the Literacy TPEs, incorporation of Universal Design for Learning (UDL) as it relates to dyslexia, and the development of eLearning dyslexia modules. Grantees appreciated the opportunity to seek out and include important resources from other institutions and professional organizations.

Lessons Learned and Challenges

Grantees shared important lessons learned and challenges encountered in their work. An unintended outcome reported by one grantee that was during dyslexia assessment training, ten teacher candidates self-identified as dyslexic and pursued official diagnosis through the Student Disabled Resource Center. Other lessons learned included the need for course materials to be accessible, the importance of addressing misconceptions about dyslexia, and that revising programs/curriculum and professional development takes time and finding that time can be challenging.

A few challenges were also noted by grantees. One challenge included the broad range of knowledge about dyslexia among faculty/instructors, which made it difficult to develop professional learning opportunities that met everyone's needs. Another challenge mentioned was the difficulty of translating research-based interventions for use in schools as it can be time

intensive and expensive. In addition, some grantees found there were ideological tensions between faculty about literacy and dyslexia methods and interventions. A final challenge was that the amount of information available about dyslexia was overwhelming and grantees had to spend time deciding what evidence and research-based information to incorporate into their programs, besides the California Dyslexia Guidelines.

Summary

The Dyslexia Grants to Preparation Programs met the intended outcomes of the authorizing legislation, which was to provide funds for teacher preparation programs to update program curriculum and course offerings to align with the Universal Teacher Performance Expectations and the updated Education Specialist Teacher Performance Expectations and include pedagogy on dyslexia and the California Dyslexia Guidelines.

Appendix A

Suggested Resources for Dyslexia as provided by Grantees

These resources were referenced in Dyslexia grantee narrative responses. The Commission does not endorse any of these resources but provides them as tools to investigate by other institutions.

Name of resource (linked)	Brief Description
Boulton, David – Interactive Orthography and Magic Ladder	Interactive Orthography utilizes the Magic ladder, which is a tool for beginning and struggling readers. Readers can click on a word they do not know and receive support they need to decode, sound out, and understand any word.
California Dyslexia Guidelines	The California Dyslexia Guidelines, which was written in response to the passage of Assembly Bill 1369, Chapter 647, Statutes of 2015, and which added sections 56334 and 56335 to California’s Education Code. The purpose of these guidelines is to assist regular education teachers, special education teachers, and parents in identifying, assessing, and supporting students with dyslexia. Each chapter in the document provides more information and resources on that topic.
CEEDAR Center	CEEDAR stands for “Collaboration for Effective Educator Development, Accountability, and Reform.” Our mission is to support students with disabilities in achieving college- and career-ready standards by building the capacity of state personnel preparation systems to prepare teachers and leaders to implement evidence-based practices within multi-tiered systems of support. The Center provides technical assistance and resources and tools for educators, including High-Leverage Practices.
Children of the Code	Children of the Code Project consists of over 100 interviews with field leading scientists and scholars addressing topics ranging from the origin of writing to the neurology involved in reading.
Council for Exceptional Children High Leverage Practices	In partnership with the CEEDAR Center, CEC developed and published a set of 22 High Leverage Practices (HLPs) in the areas of

Name of resource (linked)	Brief Description
	Collaboration, Assessment, Social/emotional/behavioral, and instruction.
DIBELS	The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a set of procedures and measures for assessing the acquisition of literacy skills. These short (one minute) fluency measures can be used to regularly detect risk and monitor the development of literacy, kindergarten through grade eight.
FishTank Learning	FishTank English Language Arts curriculum aims to develop students into critical readers, writers, and thinkers.
Florida Center for Reading Research	The Florida Center for Reading Research at Florida State University aims to strengthen and expand interdisciplinary research, innovation, and outreach related to literacy, dyslexia, and literacy assessment.
Foundations[®]	Foundations [®] utilizes a structured literacy approach grounded in the science of reading to make learning to read fun while laying the groundwork for lifelong literacy. The program's research-based approach and extensive materials allow K–3 teachers to confidently present a carefully structured reading, spelling, and handwriting curriculum using engaging, multisensory techniques. Foundations [®] is aligned with the science of reading and guides teachers to provide effective instructional practices.
Glean Education	Glean Education helps schools boost student literacy progress by building teacher awareness of the science of reading, Structured Literacy instruction, data-based decision-making, and MTSS/RTI implementation for struggling learners through web-based training.
Heggerty Phonemic Awareness Curriculum	The Heggerty Phonemic Awareness Curriculum provides easy to implement fast-paced and engaging phonemic awareness lessons.
IES WWC Find What Works!	For more than a decade, the WWC has been a central and trusted source of scientific evidence on education programs, products, practices,

Name of resource (linked)	Brief Description
	and policies. WWC reviews the research, determines which studies meet rigorous standards, and summarizes the findings. They focus on high-quality research to answer the question “what works in education?”
International Dyslexia Association	The mission of the IDA is to create a future for all individuals who struggle with dyslexia and other related reading differences so that they may have richer, more robust lives and access to the tools and resources they need. The organization holds conferences and provides resources for families and professionals.
International Dyslexia Standards Knowledge & Practice Standards	The International Dyslexia Association provides knowledge and practice standards for teachers of reading.
KQED Mindshift Guide to Understanding Dyslexia	This guide provides information about how to recognize dyslexia in children (including multilingual English Language Leaders), teaching techniques, appropriate technology, how parents can prepare for an IEP meeting, and how adults with dyslexia managed their education experience.
National Center for Learning Disabilities	The mission of the NCLD is to improve the lives of individuals with learning disabilities and attention issues by empowering parents and young adults, transforming schools, and advocating for equal rights and opportunities. The organization holds conferences and provides resources for parents and professionals.
Open Dyslexic Font	Open Dyslexic is a free to use typeface developed specifically to increase readability for readers with Dyslexia.
Reading Rockets	Reading Rockets is a national public media literacy initiative offering information and resources on how young children learn to read, why so many struggle, and how caring adults can help. They provide the best research-based strategies to spread the word about what works in literacy instruction.

Name of resource (linked)	Brief Description
Orton Gillingham Instruction	Orton-Gillingham is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia.
Scarborough's Reading Rope	The Reading Rope consists of lower and upper strands. The word-recognition strands (phonological awareness, decoding, and sight recognition of familiar words) work together as the reader becomes accurate, fluent, and increasingly automatic with repetition and practice. The language-comprehension strands (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) reinforce one another and then weave together with the word-recognition strands to produce a skilled reader.
Science of Reading	The Science of Reading refers to the vast body of growing research that deconstructs how children learn to read, and the instructional practices that can get them there.
Structured Literacy	The International Dyslexia Association originated the term structured literacy. It encompasses a science-based, structured approach to literacy instruction. It provides explicit, systematic, engaging, multisensory, and developmentally appropriate instruction. It teaches students the key skills they need to become efficient and accurate decoders. These skills lead not only to strong word identification but also to deeper text comprehension.
UC/CSU Collaborative for Neurodiversity and Learning	The UC/CSU California Collaborative for Neurodiversity and Learning represents a historic and critical investment in our state's children with dyslexia and other literacy challenges. The California Collaborative was launched in January 2020 aimed at improving literacy in California over the next four years through strategic work. Established by legislation in June 2019 through AB 1703, and then funded in the June 2019 state budget, the

Name of resource (linked)	Brief Description
	California Collaborative's goal is to carry out five sectors of work as outlined in AB 1703.
UC/CSU Center for Neurodiversity and learning Dyslexia Resources	The Center has provided resources about the science of reading, dyslexia intervention, dyslexia subtypes, as well as parent and educator resources.

Appendix B
Grantees, Programs Included, and Amounts Awarded

Grantee	Preliminary Program(s)	Amount
California State Polytechnic University, Humboldt	Multiple Subject, Single Subject, Education Specialist	\$21,000
California State University, East Bay	Education Specialist	\$7,000
University of La Verne	Multiple Subject, Single Subject, Education Specialist	\$21,000
Santa Clara County Office of Education	Education Specialist	\$7,000
California State University, Channel Islands	Multiple Subject, Single Subject, Dual Education Specialist with Multiple and Single Subject	\$20,977
San Joaquin County Office of Education	Multiple Subject, Single Subject, Education Specialist	\$21,000
University of California, Santa Barbara	Multiple Subject, Single Subject, Education Specialist	\$21,000
San Jose State University	Single Subject, Education Specialist	\$14,000
Notre Dame de Namur University	Multiple Subject, Single Subject, Education Specialist	\$20,865
Fortune School of Education	Multiple Subject, Single Subject, Education Specialist	\$15,975
Azusa Pacific University	Multiple Subject, Single Subject, Education Specialist	\$21,000
Sonoma State University	Multiple Subject, Single Subject, Education Specialist	\$21,000
California State Polytechnic University, Pomona	Multiple Subject, Single Subject, Education Specialist	\$21,000
Humphreys University	Multiple Subject	\$6,966

Grantee	Preliminary Program(s)	Amount
Kings County Office of Education	Multiple Subject, Education Specialist	\$14,000
Davis Joint USD/Yolo Solano Teacher Center	Multiple Subject, Education Specialist	\$14,000
Loyola Marymount University	Multiple Subject, Single Subject, Dual Education Specialist with Multiple Subject	\$21,000
Sacramento County Office of Education	Multiple Subject, Single Subject, Education Specialist	\$21,000
University of California, Los Angeles	Multiple Subject, Single Subject	\$14,000
California State University, Los Angeles	Single Subject, Education Specialist	\$14,000
San Francisco Unified School District	Multiple Subject, Education Specialist	\$14,000
National University	Multiple Subject, Single Subject, Education Specialist	\$21,000
Placer County Office of Education	Education Specialist	\$7,000
California Polytechnic State University, San Luis Obispo	Multiple Subject, Single Subjects Education Specialist	\$21,000