



Dyslexia Screening and Early Literacy Intervention Pilot Program EXPANSION

Please read this document thoroughly. If you wish to apply for the dyslexia pilot expansion please submit this application by October 31, 2019 to [Dr. Monica McHale-Small](#)

Overview of the Dyslexia Pilot Expansion

What is the Dyslexia Pilot Expansion?

Act 69 of 2014, the Dyslexia and Early Literacy Intervention Pilot Program became effective on June 26, 2014. This Act required the Pennsylvania Department of Education (PDE) to establish a dyslexia and early literacy intervention pilot program to provide evidence-based early screening and multitier support systems, using evidence-based intervention services for students with potential risk factors for early reading deficiencies and dyslexia, such as low phonemic awareness, low letter and symbol naming and inability to remember sequences. As a result of the success of the pilot, the PA Legislature passed Act 37 in 2018 which extended and expanded the existing pilot.

The Dyslexia Pilot Expansion (DPE) is meant to expand the best practices learned as a result of the original dyslexia pilot to school districts in the Commonwealth who meet established criteria.

How will the Dyslexia Pilot Expansion Support Early Literacy Screening and Development?

DPE will support early literacy screening and instruction and by providing funding to school districts to enhance established literacy practices, provide resources and materials aligned to the science of reading, and at no cost to the school district provide onsite training, technical assistance, coaching and consultation in evidence-aligned practice to district staff.

Who Should Participate in this Series?

School districts who demonstrate a commitment from central administration to the classroom teacher to implementing evidenced-based literacy practices including Universal Screening such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

What Training Content is Covered in the Dyslexia Pilot Expansion?

DPE will present information and research about evidence-based reading instruction. Training will include classroom-based training in evidenced-based foundational reading instruction and resources. In addition, intervention training and resources incorporating structured literacy. Structured literacy prepares students to decode words in an explicit and systematic manner and build oral language and comprehension skills. This approach not only helps students with dyslexia, but there is substantial evidence that it is effective for all readers.

School District Commitments/Central Administration

- Onsite visitation prior to selection to gauge commitment of administrators and teachers.
 - Commitment to DPE requirements for a two-year period during the 2019-20 and 2020-21 School years.

- Central office leader participation as well as building-based buy-in, barrier removal, reallocation of resources, and engagement of co-op higher education programs for student teaching.
- After selection process, initial meeting to review parameters and schedule training dates.
 - Initial meeting with pilot districts to review parameters of pilot training for some consistency in communication which includes representative from the assigned district.
 - Supplement pilots with contracted consultants and other vendors as needed to support sites.
- Staggered start within district for building implementation.
- Yearly meeting: review success and plan for next year including sustaining components with internal coaching.
- Stipend available to assist in training implementation and materials for each of the two years up to June 30, 2021.

Training and Technical Assistance

- Training in multisensory/multimodal structured literacy as stated above.
- Engagement of Title I in the program implementation.
- Commitment to training and ongoing technical assistance of district staff.
- Assessment of early literacy indicators to data collection.
- Specific sessions among DPE sites to provide more specific diagnostic training support and share resources for success.
- Onsite and virtual visits to original dyslexia pilot districts for training, implementation review and technical assistance.
 - Training for all K-2 in building including special education teachers, Title I, ESL teachers, school psychologists, and speech/language staff participation.

Intervention

- Intervention
 - Students selected for intervention based on two-tiered screening.
 - Districts must adhere to the selection criteria established for the pilot expansion.
 - Structured Literacy Intervention beginning in kindergarten.
 - Intervention groups of no more than 3 students with frequency to be determined based on set number of minutes of intervention per week.

Data Collection

- Data Collection
 - ACADIENCE universal screener administered three times per year according to assessment window and provided for analysis.
 - Results will be provided back to district with designation.
 - Additional screening measures to be determined as needed for precision in intervention selection.
 - Diagnostic measures to be determined as needed.
 - Teacher and parent surveys for feedback on implementation.
 - Pre/post survey along with classroom implementation.

Parent Liaison

- Designation of a parent liaison to facilitate communication of the DPE with families in the school district.
- The purpose of the parent liaison is to promote effective communication among the PDE Parent Advisory members, school district personnel and parents to understand the pilot components participate in activities throughout this 2-year project to support the pilot.

Lead Teacher

- Designation of a lead teacher after four (4) months to build internal capacity and sustainability.
- A strong, capable teacher who is respected among his/her peers and emerges into a leadership position.
- Member of the Pilot Leadership Network in the implementation of the pilot for communication, training, internal coaching, and collaboration with other lead teachers in the districts for increased skills and knowledge in diagnostic and prescriptive teaching, and as part of the sustainability.

PDE and BSE Commitments:

1. PDE/BSE will provide each DPE site with foundational literacy skills and structured literacy intervention training from consultants and contracted professionals who will also provide implementation support with respect to evidence-based reading practices/methodologies.
2. Each DPE site will receive technical assistance, coaching, and consultation support for implementation fidelity from pilot consultants.
3. Each DPE site will receive customized onsite technical assistance.
4. Each DPE site receives a \$40,000.00 annual stipend when meeting the requirements and learning intentions aligned to this series.

If you are accepted into dyslexia pilot expansion, you will be contacted by Dr. Monica McHale-Small to discuss next steps.

If you have any additional questions or concerns, please contact Monica McHale-Small at monica.mchale.small@gmail.com.

Administrator/Team Assurances

Complete & Return this Application Form to Monica McHale-Small by October 30, 2019 via scanned email monica.mchale.small@gmail.com or mailed to

**Carole Clancy
Bureau of Special Education, 7th Floor
333 Market Street Harrisburg, PA 17120**

Applicants will be notified **by phone/email** as to the status of their application.

By signing below, we commit to and comply with the above stated goals and requirements associated with dyslexia pilot expansion. All are required to sign.

Date: _____ (Print and Signature; email address):

Superintendent:

District Pilot Contact: (Print and Signature; email address)

Director of Special Education: (Print and Signature; email address)

Principal of each participating school:
