

Leveraging IDEA Funds to Strengthen Dyslexia Supports

Purpose

This resource examines IDEA-aligned funding pathways to identify how systems can strategically invest remaining funds to strengthen dyslexia supports and improve outcomes for students with disabilities.

Potential Funding Pathways

Systems may allocate IDEA funds to support:

- Partial salaries for specialists (e.g., dyslexia interventionists, Master Teachers supporting SWD, CALT/CALP providing direct intervention)
- Teacher training around delivery of explicit, systematic instruction and using data to support SWD
- CALP/CALT training (tuition, materials)
 - Stipends tied to completion milestones (midpoint stipend, completion bonus, service agreement)
 - Hourly compensation for practicum hours/lesson planning for SWD
 - Substitute coverage for training during school hours
- Dyslexia Core Assessments (including training and materials)
 - Additional diagnostic tools
 - Staff time for evaluation
- Evidence-based dyslexia intervention programs
 - Materials for multisensory structured literacy intervention
- Progress monitoring tools

Important Guardrails

- Document time and effort tied to students with disabilities.
- Ensure that direct or consultative services support IEP goals or evaluation
- Explicitly connect training to improving access and progress for SWD.
- Avoid using funds for generic literacy PL without a direct connection to SWD.
- Explicitly connect funding to provide or improve services for SWD.
- Document the role of funded staff post-certification.
- Ensure evaluations and assessments are conducted by qualified personnel and connect funding to IDEA evaluation processes.
- Ensure funds support SWD or suspected disabilities, not for general core instruction.