

Federal Funding Guidance for Ohio's Dyslexia Support Laws

The following table contains federal funding guidance for districts and schools to implement Ohio's Dyslexia Support Laws. Information about allowable **ESSER** and **ARP** funds can be found on the Department's [Supporting Local Literacy Efforts with ESSER and ARP Funds](#) webpage. For general questions about Ohio's Dyslexia Support Laws, please contact Dyslexia@education.ohio.gov.

Requirement	Title Funds	IDEA Part B School-aged Special Education (ages 3-21)	IDEA Part B Early Childhood Special Education (ages 3-5)
Tier 1 Dyslexia Screeners (Universal Screeners) ORC 3323.251	Title I, Part A funds Schoolwide buildings only if methodology is completed for Supplement Not Supplant (SNS), demonstrated equitable distribution of state and local funds for core programming and prior to determining Title I programming.	Not allowable - IDEA Part B Funds may not be used for universal screenings.	Not allowable - IDEA Part B Funds may not be used for universal screenings.
Tier 2 Dyslexia Screeners (Intervention Based Diagnostic Assessments) ORC 3323.251	Title I, Part A funds Schoolwide buildings only if methodology is completed for Supplement Not Supplant (SNS), demonstrated equitable distribution of state and local funds for core programming and prior to determining Title I programming.	Not allowable - administration of the Tier 2 Screener; IDEA Part B Funds may not be used for universal screenings. Exception - development and implementation of Coordinated Early Intervening Services (Voluntary) to support students identified by the Tier 2 screening measure. Services provided to identified at-risk students may be funded with no more than 15% of the district's IDEA Part B award. See the Fiscal Guidance for Early Intervening Services for more information.	The use of IDEA Part B funds must support the instruction or development of students with disabilities. Ancillary benefit to non-disabled students is allowable; however, the service must be directed to students with disabilities and the majority of the benefit must be received by students with disabilities. Kindergarten-level general education students may receive supports and intervention if provided through voluntary Coordinated Early Intervening Services.

Requirement	Title Funds	IDEA Part B School-aged Special Education (ages 3-21)	IDEA Part B Early Childhood Special Education (ages 3-5)
<p>Professional Development ORC 3319.077</p>	<p>Title II-A funds Funds may not be utilized towards the required hours. Allowable-Any additional PD instructional hours above the state required hours.</p> <p>Title I, Part A funds Schoolwide buildings only if methodology is completed for Supplement Not Supplant (SNS), demonstrated equitable distribution of state and local funds for core programming and prior to determining Title I programming.</p>	<p>Not allowable - Professional Development focused on the identification of symptoms and indicators of dyslexia or use of screeners.</p> <p>Exception –</p> <ol style="list-style-type: none"> Professional Development through <u>Coordinated Early Intervening Services (Voluntary)</u> or <u>Comprehensive, Coordinated Early Intervening Services (Mandated)</u>. See the Fiscal Guidance for Early Intervening Services for more information on how a district may implement early intervening services to support students identified as having dyslexia tendencies. No more than 15% of the district’s Part B fiscal year allocation may be used for implementation of these services. Professional Development for <u>instructional staff</u>. IDEA Part B funds may be used for professional development for special education staff and general education staff who teach students with dyslexia to meet the identified academic or developmental needs of students with disabilities. 	<p>Not allowable - Professional Development focused on the identification of symptoms and indicators of dyslexia or use of screeners.</p> <p>Exception –</p> <ol style="list-style-type: none"> Professional Development through <u>Coordinated Early Intervening Services (Voluntary)</u> or <u>Comprehensive, Coordinated Early Intervening Services (Mandated)</u>. See the Fiscal Guidance for Early Intervening Services for more information on how a district may implement early intervening services to support students identified as having dyslexia tendencies. No more than 15% of the district’s Part B fiscal year allocation may be used for implementation of these services. Professional Development for <u>instructional staff</u>. IDEA Part B funds may be used for professional development for special education staff and general education staff who teach students with dyslexia to meet the identified academic or developmental needs of students with disabilities.
<p>Multi-Sensory Structured Literacy Certification Process ORC 3319.078</p>	<p>Title II-A funds</p>	<p>Not allowable - IDEA Part B funds may not be used to establish the district’s multi-sensory structured literacy certification process.</p> <p>Exception - IDEA Part B funds may be used to support the costs of educators participating in the multi-sensory structured literacy certification process as long as the educators</p>	<p>Not allowable - IDEA Part B funds may not be used to establish the district’s multi-sensory structured literacy certification process.</p> <p>Exception - IDEA Part B funds may be used to support the costs of educators participating in the multi-sensory structured literacy certification process as long as the educators are addressing</p>

Requirement	Title Funds	IDEA Part B School-aged Special Education (ages 3-21)	IDEA Part B Early Childhood Special Education (ages 3-5)
		are addressing the identified academic or developmental needs of students with disabilities.	the identified academic or developmental needs of students with disabilities.
Multi-Disciplinary Teams ORC 3323.251(C)(3)	Not allowable	<p>Not allowable - Costs for screening administration. <u>Special Education</u>. IDEA Part B funds are to be used for interventions to meet the identified academic or developmental needs of students with disabilities.</p> <p>Exception -</p> <ol style="list-style-type: none"> Interventions through <u>Coordinated Early Intervening Services (Voluntary)</u> or <u>Comprehensive, Coordinated Early Intervening Services (Mandated)</u>. See the Fiscal Guidance for Early Intervening Services for more information on how a district may implement early intervening services to support students identified as having dyslexia tendencies. No more than 15% of the district's total IDEA Part B award may be used for implementation of these services. 	<p>Not allowable - Costs for screening administration. <u>Special Education</u>. IDEA Part B funds are to be used for interventions to meet the identified academic or developmental needs of students with disabilities.</p> <p>Exception -</p> <ol style="list-style-type: none"> Interventions through <u>Coordinated Early Intervening Services (Voluntary)</u> or <u>Comprehensive, Coordinated Early Intervening Services (Mandated)</u>. See the Fiscal Guidance for Early Intervening Services for more information on how a district may implement early intervening services to support students identified as having dyslexia tendencies. No more than 15% of the district's total IDEA Part B award may be used for implementation of these.