

## Dyslexia Training Grants Q&A

### **How do districts submit a claim for reimbursement of the dyslexia training grant funds?**

There are two steps for a district to submit a claim:

Step 1: Complete the Dyslexia Training Grants Reimbursement Form and email to [Carrie Thomas Beck, Dyslexia Specialist](#), along with electronic copies of the Certificates of Completion for each teacher who completed the dyslexia training. On the reimbursement form, be sure to indicate (by checking the boxes) that the teachers have completed the training survey and have requested membership for the Dyslexia Group on the OEN. The form and [detailed instructions](#) for submitting a claim can be found on the ODE website.

Step 2: Submit a request for reimbursement through the Electronic Grants Management System (EGMS).

### **What type of documentation is required to submit a claim for reimbursement?**

Districts need to complete the reimbursement claim form posted on the [dyslexia page](#) of the ODE website that includes a break down of expenses by registration fee, substitutes, extended contract time, and travel-related expenses. Districts need to submit each teacher's Certificates of Completion for the training along with the completed claim form.

### **What is the deadline for completing the dyslexia training? Do districts have until 06.30.19 to get the training completed since the grant end date is 06.30.19?**

State statute and corresponding OARs state that the deadline for districts to ensure that at least one K-5 teacher in each K-5 school has completed dyslexia-related training is July 1, 2018. The grant period does run the full 2017-2019 biennium. If there are funds left over after training one teacher in each building, a district could use them toward training a second teacher or, in the event that the trained teacher leaves the building, a replacement teacher in the second half of the biennium.

### **Our district has a K-2 school and a grades 3-5 school. Why did we only receive one grant award?**

The legislation requires that at least one K-5 teacher in each K-5 school completes dyslexia-related training. K-5 school is currently defined as "any public school that enrolls students in kindergarten or grade one including, but not limited to, kindergarten through grade eight schools, kindergarten through grade 12 schools, and primary schools serving students in kindergarten through grade two" in the [Oregon Administrative Rules \(OARs\) related to dyslexia training](#) (581-002-1800). Based on this definition, a K-2 school would be awarded a grant, but not a grades 3-5 school.

## **What if an ESD hosted a dyslexia training for teachers in our district? How does the ESD get reimbursed?**

The subgrant awards were awarded to districts so it is the districts that need to submit the reimbursement claims for the dyslexia training to the Department. ESDs can invoice the districts for the costs associated with providing the training. Districts will pay the ESD and then submit a reimbursement claim to the Department that includes the required documentation and deliverables.

## **What if a very small district has petitioned for a waiver from the dyslexia training requirements and has arranged for an ESD professional educator to complete the training and act as a point person for the district? Can the ESD receive reimbursement for the expenses associated with training a staff member?**

If a very small district plans to petition for a waiver from the dyslexia training requirements as outlined in the OARs ([http://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms\\_BestPractice/Documents/dyslexiarelatedtrainingoar.pdf](http://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms_BestPractice/Documents/dyslexiarelatedtrainingoar.pdf)), then the ESD would need to invoice the district for the cost of the ESD professional educator who will serve as their point of contact to complete the required training. The district will pay the ESD and then submit a reimbursement claim to the Department. The district will need to indicate in the email to the Dyslexia Specialist with the completed reimbursement form that they have received a waiver and will have access to the ESD professional educator as a dyslexia trained educator. The district should include the name of the ESD professional educator in the email. Note that district grant funds can only be used toward reimbursement for the expenses incurred to train the ESD professional educator. The grant funds cannot be used to pay the ESD to provide services following the training. The reimbursement claim form and [detailed instructions](#) for submitting a claim can be found on the ODE website.

## **Can a district submit multiple reimbursement claims?**

Yes. Districts can submit a reimbursement claim form as individual teachers complete the training provided that all of the required deliverables for that individual teacher are submitted.

## **Why are districts being required to provide deliverables to claim reimbursement of grant funds? This feels like a new requirement.**

From a legal perspective, the agency follows the Department of Administrative rules under Chapter 137, Division 45 that cover the review of Public Contracts. According to the Department of Justice (DOJ), grants do fall under these rules and therefore it is their opinion that at a bare minimum, to be legally sufficient under the DOJ rules, an agreement must:

1. be reduced to written form;
2. be within the agency's authority in terms of subject matter, promised performance and consideration;

3. evidence legally binding elements such as offer and acceptance and consideration;
4. comply with applicable federal and state law;
5. if required by law, include execution of any necessary certificate;
6. not violate the constitutional debt limit or other provisions or bind a future legislature;
7. contain a statement of the work or business terms that are clear and definite enough to be enforced; and
8. allow the agency to terminate the agreement, declare defaults and pursue its rights and remedies.

The DOJ approved the language in the dyslexia grant agreement once the Department provided the reimbursement claim form with a description of the deliverables and documentation required of districts to release funds.

Bottom line is that the Department has a responsibility to demonstrate that the funds appropriated by the legislature for dyslexia training are leading to effective outcomes. The required deliverables including survey completion and participation in a Dyslexia Group on the OEN are ways to demonstrate this.

### **Can vendors send the Certificates of Completion directly to the Department?**

No. Districts need to submit the certificates from the teachers along with their completed reimbursement claim form to the Department. It will be important for teachers to have a copy of their Certificates of Completion from all vendors for proof of completion in the future if the teachers change positions and move to another district. The Department is tracking the certificates for the purpose of processing reimbursement claims, but will not have the ability to respond to requests from teachers in the future who want copies of their certificates.

### **What is the purpose of the survey? How will the survey results be used?**

The funds for the dyslexia training grants originated from the Network of Quality Teaching and Learning. The information from the survey will be shared with the Network leaders, a group now known as the Educator Advancement Council (as per the passage of SB 182 in the 2017 session) that is led by the Chief Education Office. This council will determine how dollars from the Educator Advancement Fund (formerly Network dollars) will be allocated in the upcoming biennium(s). Survey data will help make the case for the need for continued funding for dyslexia training.

The survey will provide a mechanism for gauging the impact of the dyslexia training by focusing on 5 levels of data: participant reactions, participant learning, organizational support and change, participant use of new knowledge and skills, and student learning outcomes (Guskey, 2016). This survey focuses primarily on the first two levels of data, but does include some initial questions that address the other levels. Teachers will be asked to complete a voluntary follow-up survey through the OEN after some time has passed following the training that will focus more on the final three levels of data. The goal is to provide high quality professional

development, and the data from this survey should provide initial information about the quality of the dyslexia training provided by the various vendors.

### **Will the survey require a great deal of time for teachers to complete?**

The dyslexia training survey via Survey Monkey should only take a few minutes of a teacher's time to complete and allows him/her an avenue to provide feedback and express needs for future training and support.

### **Why are the trained teachers being asked to join a Dyslexia Group on the Oregon Educator Network (OEN)?**

The purpose of the online Dyslexia Group is to provide a means for the Department to share resources and offer support to the teachers who complete the dyslexia-related training. It will also provide a forum for trained teachers to connect with each other to problem solve and learn how other schools and districts are supporting students who show risk factors for dyslexia. Ideally, the Department would be able to provide ongoing dyslexia training opportunities for teachers, but there is not funding available to do so. Forming an online group is an initial step in the right direction – an effort to expand upon the benefit that teachers receive from the initial training.

### **We are concerned that joining the Dyslexia Group on the OEN will be too large of a time commitment for the trained teachers. Is it a reasonable expectation?**

The deliverable only requires that the trained teachers create an account on OEN and join the Dyslexia Group. Whether or not the teacher chooses to participate in the group and his/her level of participation is completely voluntary from that point forward. Of course, the hope is that the resources and support provided through the network will make this a site that teachers will want to visit often.

### **Our teachers tried to join the Dyslexia Group on OEN, but were not successful. What do we do?**

The Dyslexia Group on OEN is a private group. A teacher needs to create an account on [OEN](#) (or log in to their existing account) then request membership in the Dyslexia Group. (Click the group then click the "request membership link.") The group organizer (Carrie Thomas Beck) will accept the teacher into the group, allowing the teacher to introduce himself/herself through the "Welcome to Dyslexia Group" thread on the Discussions board.

### **Is the Dyslexia Group on the OEN only for the teachers who completed the training or could others join as well?**

Currently, the Dyslexia Group on OEN is a private group designed for the trained teachers. Once this group is up and running, the Dyslexia Specialist from the Department may consider

facilitating a separate dyslexia group for administrators and others who are interested in connecting to learn more about dyslexia and the available resources.

### **How will districts confirm teacher completion of the survey and OEN membership?**

A district will need to have a process in place for the teacher(s) to inform a district level person that they have completed the requirements needed for the district to claim a reimbursement. The district level person will indicate this on the reimbursement form (i.e., check the boxes accordingly at the bottom of the form – see below) and email the form to [Carrie Thomas Beck, Dyslexia Specialist](#) at the Department with the electronic copies of the Certificates of Completion from the training. Once the completed form is emailed, the district can submit a claim through EGMS. The Dyslexia Specialist will go in to the back end of Survey Monkey to verify a teacher’s completion of the survey and can log into OEN as the group organizer to double check membership status before approving claims and releasing the funds.

- Certificate of Completion attached for each training.
- Survey completed by each teacher.
- Each teacher signed up as member of Dyslexia Group on the Oregon Educator Network
- If charter school, was district notified of participation?
  - yes
  - no

### **Are charter schools that enroll students in kindergarten or first grade eligible to receive a dyslexia training grant?**

The dyslexia training requirements do not apply to charter schools. Charter schools did have the opportunity to choose to participate in the dyslexia training grants, however. Charter schools that wished to participate submitted letters of intent to the Department in the fall of 2017. All charter schools that submitted a letter of intent received a dyslexia training grant.

### **Are private schools that enroll students in kindergarten or first grade eligible to receive a dyslexia training grant?**

The dyslexia training requirements do not apply to private schools. The OAR related to dyslexia training grants (581-002-1807) states that each biennium the Department will determine the amount of money to be awarded to each eligible recipient by dividing the total funds available for that biennium by the number of kindergarten through grade five schools in school districts that are required to comply with the training requirements and participating public charter schools. Therefore, private schools are not eligible for dyslexia training grants.