

Dyslexia

Budget Language

\$118,000 of the general fund—state appropriation for fiscal year 2024 and \$118,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for implementation of chapter 75, Laws of 2018 (dyslexia).

Proviso Purpose

The funding is intended to help the Office of Superintendent of Public Instruction (OSPI) and its partners provide services and resources that improve identification, support, and instruction for students with dyslexia.

Services Provided

This proviso supported OSPI staff, contracts, and the purchase of non-consumable resources to support the implementation of the statute.

In 2024-25, in partnership through contract with GLEAN Education, OSPI offered a self-paced online course, *Understanding & Recognizing Dyslexia for Washington State Educators*, which included (2) two clock hours for participation. In the course participants learn about dyslexia, and begin to understand how to implement the Early Screening of Dyslexia Statute (E2SSB 6162).

Additionally, OSPI and GLEAN offered two live webinars to educators, families, caregivers, and community partners to provide information around dyslexia, state requirements for schools, and to answer participant questions on specific issues related to dyslexia. All resources from the webinars were shared publicly on the OSPI About Dyslexia webpage.

A second contract was made between OSPI and Marzano research group for the purpose of organizing and facilitating focus groups. 38 individuals representing 21 districts participated to inform a statewide literacy framework to gather input regarding effective literacy strategies. The framework specifically calls on dyslexia RCW calling for improving foundational literacy instruction and integrating dyslexia-specific supports are key components of the overall framework. This work directly supports the state's dyslexia initiatives by strengthening early literacy instruction and ensuring that dyslexia-specific supports are integrated into district practices.

Criteria for Receiving Services/Grants

N/A, the two webinars and the online course, *Understanding & Recognizing Dyslexia for Washington State Educators*, was available at no cost to participants through PD enroller. Webinar resources are currently posted to the OSPI webpage and available to the public.



Beneficiaries in the 2024-25 School Year

Number of School Districts:	71
Number of Schools:	N/A
Number of Students:	N/A
Number of Educators:	349

Are Federal or Other Funds Contingent on State Funding?

No.

State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2025	\$118,000	\$107,900
2024	\$118,000	\$100,410
2023	\$118,000	\$79,951
2022	\$118,000	\$52,766
2021	\$118,000	\$73,936

Number of Beneficiaries Per Fiscal Year (e.g. School Districts, Schools, Students, Educators, Other)

Fiscal Year	Number of Beneficiaries
2025	420
2024	1188
2023	103
2022	168

Programmatic Changes Since Inception (If Any)

The Dyslexia Advisory Council (DAC) concluded the work of developing the Dyslexia guidance document and the council expired on August 1, 2023, in accordance with RCW.28A.300.710.

Program(s) Evaluation or Major Findings

Districts began reporting in the 2021–22 school year. To support educators, OSPI, in partnership with the DAC, held quarterly webinars to answer questions, provide clarification, and offer general guidance. School districts must provide interventions in the general education classroom and use evidence-based, multisensory, structured literacy interventions for students who are:

- not making progress toward grade-level standards and expectations

- and / are below grade level on their district’s literacy screening tool, according to the publisher’s criteria.

In 2022–23, 15 synchronous courses were developed to support literacy screening, intervention, and support for students. 680 Educators participated in the Dyslexia & Structured Literacy Instruction sessions. Clock hours in equity or educational leadership were awarded to participants after completion of each course. OSPI and the Dyslexia Advisory Council (DAC) centralized guidance and resources together and published them in an updated guidance document titled “Dyslexia Guidance: Implementing MTSS for Literacy (2022)”. This guidance was published on the OSPI website and made available to all Washington school districts and LEAs.

In 2023–24, OSPI collected the questions being asked by districts during office hours and emails related to dyslexia. As a result, OSPI made updates to clarify language and address frequently asked questions in the “Dyslexia Guidance: Implementing MTSS for Literacy (2024)”. This updated guidance document is posted to the OSPI About Dyslexia webpage and available to the public.

A menu of 15 synchronous courses were offered to educators for literacy screening, intervention, and support for students. 930 Educators participated in the Dyslexia & Structured Literacy Instruction sessions. Some course titles were offered multiple times for a total of 23 offered live sessions. 930 Participants represented 258 districts across the state. Clock hours in equity or educational leadership were awarded to participants after completion of each course. OSPI continued to hold monthly public office hours where educators consistently asked questions related to dyslexia supports, also seeking additional training pathways as a resource to strengthen evidence-based, multi-sensory, structured literacy intervention practices that benefit students with Dyslexia.

In 2024-25, OSPI partnered with GLEAN education to provided high quality professional learning, at no cost to participants and they received clock hours for completion of the course. The asynchronous self-paced course, *Understanding & Recognizing Dyslexia for Washington State Educators*. As well as (2) two webinars focused on clarifying dyslexia and providing resources that are currently posted to the OSPI webpage and available to the public.

- *Webinar #1- Questions on Dyslexia from the field for Teachers & Leaders.*
- *Webinar #2- Questions on Dyslexia from the field for Families, Caregivers., and Community.*

Additionally, OSPI partnered with Marzano research to facilitate focus groups that were designed to gather input from educators and families/caregivers on the state literacy framework while it was in development. This framework is designed to guide districts in implementing evidence-based literacy practices, including those that address the needs of students with dyslexia. This work directly supports the state’s dyslexia initiatives by strengthening early literacy instruction and ensuring that dyslexia-specific supports are integrated into district practices.

Major Challenges Faced by Program(s)

Due to limited funding, OSPI will not be providing statewide dyslexia professional learning courses, although OSPI will continue to support districts and families/caregivers with technical support and continue to build capacity in the AESD regional literacy coordinators to also understand dyslexia requirements and practices.

Future Opportunities

OSPI is currently preparing to provide districts with a comprehensive K-6 Literacy Framework that integrates evidence-based practices for foundational literacy and dyslexia-specific supports. This framework will be designed to align with SB6061 and the latest MTSS guidance, ensuring consistency and clarity in implementation across the state. Resources will be updated regularly to reflect best practices and address frequently asked questions from the field.

In partnership with REL NW, OSPI will seek to expand educator learning opportunities focused on dyslexia and structured literacy.

Other Relevant Information

OSPI is currently developing an evidence-based Washington State Literacy Framework K-6 directly supports the state's dyslexia initiatives by strengthening early literacy instruction and ensuring that dyslexia-specific supports are integrated into district practices.

Schools/Districts Receiving Assistance

[Click here to see a list of all OSPI grant recipients in the 2025 Fiscal Year.](#)

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