

# Memorandum of Understanding Between Mountain View Whisman School District and UCSF

## REGARDING

Research Engagement with Multitudes Literacy Screening and Early Intervention Pilot Program

## PROJECT PURPOSE

This project aims to identify students at high risk of literacy challenges by piloting a dyslexia screening and early intervention application to be used in public elementary schools. Ultimately, the screener will become part of a larger integrated assessment and intervention program providing organized data for guiding interventions, curriculum support and training for educators.

## PROJECT JUSTIFICATION

Current early-elementary dyslexia screeners directly measure the foundational reading skills that are predictive of whether students will struggle with word recognition, spelling, or decoding on norm-referenced assessments at the end of their academic year. These screeners are successful at identifying students at risk; however, they often falsely label large groups as needing intensive interventions (high false-positive). This can be costly and can lead to many children receiving unnecessary intervention. This includes difficulty assessing English Language Learners.

## PROJECT OBJECTIVE

This project will contribute to identifying students at high risk of dyslexia through a newly developed longitudinal pre-literacy and reading assessment and integrate novel assessments of learning strengths and challenges as research confirms their accuracy. The project will also provide individual calculation of risk which will be able to be modified and tailored to school curriculum modifications, identifying new targets of intervention pertaining to the diverse struggles of students with dyslexia. It will also determine how to identify strengths as well as challenges, how to assess efficiently and effectively English Language Learners as well as Dual Language Immersion students.

## **Assessment Development, Validation, User Experience 2023-2024**

### **Purpose:**

1. To determine how to recognize reading readiness and challenge categories with the digital screener and ascertain which elements are valid or need replacement to ensure accuracy and equity for all CA K-1<sup>st</sup> graders.
2. To improve continuously the efficiency and accuracy of Step 1 Screener.
3. To finalize validity of Step 2 screener and design connectivity with curricula and next step recommendations.
4. To develop versions of the screener that meet the needs of all 2<sup>nd</sup> grade CA students.
5. To test and refine experimental measures including those on mathematical cognition and visual spatial processing.

### **Time Commitment**

- School staff train via zoom in 2-8 hours to give Version 1 assessment and understand results.
- Staff give the 10-minute screener to each Kindergarten and First Grade student at four elementary school sites as follows: Mariano Castro, Gabriela Mistral, Monta Loma, and Theuerkauf.
- Three site visits by UCSF staff in fall, winter, and spring at three elementary school sites as follows: Mariano Castro, Gabriela Mistral, and Monta Loma. Each site visit will include one to two sessions of 20-45 minutes per child in kindergarten, first, and second grade.

### **Agreement**

This Memorandum of Understanding (“MOU”) is entered into on this day \_\_\_\_\_ between Mountain View Whisman School District and UCSF Dyslexia Center, two independent organizations with complementary missions. The parties agree to carry out the tasks as outlined below for the specific purpose of successfully completing a valid research pilot program.

### **The District/School will**

- Confirm that participation in Multitudes complies with their policies on participation in Research.
- Designate a district level point of contact to receive communication prior to site level contact.
- Designate an Onsite Research Leader who will serve as the primary point of contact at the site level and coordinate all tasks associated with the pilot program.

- District or Onsite Research Lead will
  - Distribute Parent Notification Letter and track any families who opt out of the study
  - Provide rosters of the Kindergarten, First and Second Grade students to participate before each session that includes demographic data on each student including SSID, primary/home language(s), ELPAC scores, race/ethnicity, gender, date of birth, etc. as requested and as legal under FERPA, CA State law, and covered by the UCSF Internal Review Board.
  - Help Kindergarten, First and Second Grade teachers engage with the study by identifying times that work well for curricular priorities and communicating the plan for study times.
  - Distribute any questionnaires or surveys to families and/or teachers which are optional for them to complete or arrange for study personnel to interview families and/or teachers with their permission.
  - Collaboratively identify dates that work for the school(s), teachers, and the study team's availability for each session.
  - Coordinate with study staff to ensure proctors have adequate and quiet testing space and access to rosters in advance of the study visit.
- Notify UCSF Dyslexia Center of any requirements to ensure proctors have permission to be on campus and administer assessments with sufficient lead time.

#### **UCSF Dyslexia Center will**

- Provide staff to conduct research screening.
- Ensure UCSF-provided proctors meet requirements to have permission to enter the school campus and comply with daily check-in and check-out requirements.
- Help the School District identify students for assessment or research participation.
- Maintain rigorous communication with Onsite Research Leader(s) for all matters relating to this partnership.
- Ensure implementation of the study is validly completed
- Provide an overview of the requirements, benefits, and expectations of the pilot program suitable for the audiences of Superintendent, Classroom Teacher, and Parents including timeline and expectations for sharing assessment results.
- Guide parent communication in alignment with IRB requirements which also includes a clear description of the pilot program requirements, benefits, expectations, and ways to opt out.
- Comply with school district fingerprinting and criminal background requirements – and verified and continue to verify that the employees of UCSF that will be on any school site and the employees of any subconsultants and/or subcontractors that will be on any school site are not listed on California's "Megan's Law" Website (<http://www.meganslaw.ca.gov/>). In addition, the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to any entity that has a contract with the District.
- Comply with Tuberculosis (TB) Screening requirements – UCSF has obtained any required TB clearance(s) and will maintain and immediately produce those clearance(s) to District upon the District's request.

**General:**

Both organizations agree to work together to ensure the best possible outcomes for the pilot program.

No party shall have any authority to act on behalf of or obligate the other party.

No party assumes any liability whatsoever for any decision, action, or omission taken by either party at any time prior to, during or after the term of this MOU.

This MOU shall be in operation until July 31, 2024, at which time it may be amended with mutual agreement of all parties.

The parties have caused this MOU to be duly executed.

Primary point of contact at district office level - Acantha Ellard at [aellard@mvwsd.org](mailto:aellard@mvwsd.org) and Cyndee Nguyen at [cnguyen@mvwsd.org](mailto:cnguyen@mvwsd.org).

<b>Participating School</b>	<b>Participating District</b>	<b>Onsite Research Leader</b>	<b>School Principal (s)</b>
Gabriela Mistral Elementary	Mountain View Whisman School District	Claudia Olaciregui	Claudia Olaciregui
Mariano Castro Elementary School	Mountain View Whisman School District	Jacqueline Keirns	Jacqueline Keirns
Monta Loma Elementary	Mountain View Whisman School District	Trisha Lee	Trisha Lee
Theuerkauf Elementary	Mountain View Whisman School District	Danielle Lyons	Danielle Lyons

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Signature  
**UCSF**  
By: Marianne Dutton

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Date

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Signature  
**MVWSD**  
By: Cathy Baur

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Date