

Memorandum of Understanding Between Hollister School District and UCSF Dyslexia Center

REGARDING UCSF Dyslexia Center Screening and Early Intervention Pilot Program
Working Title: UC Multitudes

PROJECT PURPOSE This project aims to better identify students at high risk of dyslexia 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 platform with an ability to provide curriculum support, train educators on potential educational interventions, and collect and organize data for reporting on outcomes.

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.

Pilot Program Expectations

The research pilot program consists of 3 phases beginning in Summer of 2021 and ending in June 2024

Assessment Development and Validation

Purpose: To determine how to calculate reading risk categories with the digital screener and begin to ascertain which elements are valid or need replacement for which English Learners. This process, begun in 2021-2022, continues with the addition of a research plan to pilot a Spanish language screener, develop a multilingual screening process and test a set of exploratory complementary measurements.

Spanish Screener Calibration

Summer 2022

Total Time Commitment: two forty- five minute sessions of Spanish screener item calibration, and a single twenty minute session of visual-spatial measures in participating schools

**Web-Based Screener Validation of English and/or Spanish language screener items
School Year 2022-2023**

Total Time Commitment: three forty-five minute sessions over three time points during school year in each participating school.

Agreement

This Memorandum of Understanding ("MOU") is entered into on this day April 25, 2022 between Hollister 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 they are in compliance with their policies on participation in Research.
- Designate an Onsite Research Leader who will serve as the primary point of contact and coordinate all tasks associated with the pilot program.
- Onsite Research Leader will
 - Provide rosters of the [TK,] Kindergarten, and First and Second Grade students to participate before each session

- Help [TK], Kindergarten, and 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 intake questionnaires to parents which are optional for them to complete or arrange for study personnel to interview parents 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 one quiet space per proctor 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.
- Collaborate to communicate with families about the study as required by the school including a way to opt-out.

District Options

Please choose one option

☒ Our district wants UCSF to bring in their proctoring team to administer the study assessment

OR

_____ Our district wants to participate in identifying people to be trained to proctor the study assessment. (Please choose one below)

_____ Our district wants to identify people in our community to be trained and onboarded as temporary UCSF employees who proctor the study assessment

_____ We do want to identify people in our community to be trained to proctor the study assessment, but UCSF may not compensate them for this work.

UCSF Dyslexia Center will:

- Help the School District identify students for participation in each phase of the pilot program including any additional recruitment required as the pilot program progresses.
- Ensure that identified Onsite Research Leader(s) can communicate directly with the pilot program leaders.
- Consult on the identification and training of the proctors with the pilot program leaders as indicated above.
- Ensure implementation of each Phase and Session 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 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.
- Ensure UCSF-provided proctors meet requirements to have permission to enter the school campus.
- Global, deidentified results of valid assessments with the Onsite Research Leader as requested.

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 June 30, 2023, at which time it may be amended with mutual agreement of all parties.

The parties have caused this MOU to be duly executed as of the day and year first written above.

Participating School	Participating District	Onsite Research Leader	School Principal (s)
RO Hardin	RO Hardin	Lilia Espinoza	Lilia Espinoza
Hollister	Hollister	Monique Ruiz	Monique Ruiz

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Superintendent Erika Sanchez

 6/1/22
(signature) (date)

UCSF Dyslexia Center

By: [insert name and title of approver]

(signature) (date)

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