

**MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (MOU) is entered into by and between:

**Agency A:**

Idaho State Department of Education (ISDE), Special Education Department works collaboratively with districts, agencies, and parents to ensure students receive quality, meaningful, and needed services. ISDE Special Education Department currently supports the goal of the State Systemic Improvement Plan (SSIP) through the provision of coaching, training, and ongoing technical assistance for participating districts.

*SSIP Project Goal:*

Increase the percent of students with disabilities who show growth in literacy from 3rd to 4th grade on the state summative assessment.

*SSIP Project Outcomes:*

1. ISDE will create a collaborative PD/TA structure to support district implementation of evidence-based practices.
2. Districts will standardize resources and collaborative structures to effectively support schools to implement evidence based practices.
3. Schools will implement evidence based literacy practices with fidelity and sustained over time.

**Agency B:**

The National Center on Improving Literacy (NCIL) is a partnership among literacy experts, university researchers, and technical assistance providers, with funding from the United States Department of Education.

*NCIL Mission:*

Our Mission is to increase access to, and use of, evidence-based approaches to screen, identify, and teach students with literacy-related disabilities, including dyslexia.

*State Services:*

We provide differentiated technical assistance (TA) services to state education agencies (SEAs) in implementing evidence-based approaches that improve literacy outcomes for PreK-12 children and youth with or at risk for literacy-related disabilities, including dyslexia.

- A. Purpose.** The purpose of this MOU is to establish the terms and conditions under which the collaborative relationship between ISDE and NCIL will work to support both agencies project goals and objectives. ISDE seeks to collaborate with the National Center for Improved literacy (NCIL) to access expertise in the area of reading and literacy and receive deliverables to be shared with teachers and staff implementing evidence based practices for students with disabilities.
  
- B. Additional Purpose.** An additional purpose of this MOU is to is to establish a multi-year partnership that supports developing ISDE and NCIL project goals. ISDE plans to continue to access expertise and deliverables annually, upon review of project needs, of NCIL through school year (SY) 2021.
  
- C. Roles and Responsibilities.** These lists represent SY 2018-2019 activities and will be reviewed and revised on an annual basis through SY 2021.

In SY 2018-2019 ISDE agrees to:

**Responsibility/Activity**

<p>Identify four "target" LEAs (in 2017-2018) for NCIL to document implementation progress of September two-day training content: (1) site visit to each district, (2) teacher interviews, (3) assessment data from districts/schools.</p> <p>Communicate adjustments to NCIL in the PD and TA schedule that relate to Practice Guide content or level of support for PET-R self-assessment priorities.</p> <p>Participate in monthly update and planning meetings with NCIL: (1) provide project updates, (2) review project data, (3) discuss needed support facilitate and ensure the collection of school and district level project data to be shared with NCIL: (a) notes and data related to implementation of practice guide recommendations, and (b) PET-R self-assessment scores in fall 2017 (pre) and Spring 2018 (post).</p>
<p>Utilize NCIL Idaho PTV partners to develop 10-3 minute video vignettes on evidence-based instructional strategies being implemented with students.</p>
<p>Work with NCIL Idaho PTV partners, as needed, to develop instructional modules based on the K-3 Foundational Skills practice guide.</p>
<p>Invite NCIL to participate in May "summer institute" with project districts teams to facilitate the review of annual data and plan for continued implementation.</p>
<p>Prepare student performance data (redacted) file with project districts date for NCIL.</p>

**Responsibility/Activity**

<b>Lead 1 two-day training for project district teams on IES Grades K-3 Foundational Reading Skills Practice Guide recommendations and how to use the PET-R as a way to assess implementation of beginning reading instruction and support in key areas.</b>
<b>Facilitate monthly update and planning meetings with ISDE to receive (1) project updates, (2) project data, (3) support requests.</b>
<b>Conduct at least one site visit to identified "target" districts. Conduct shadow coaching and debrief at implementation schools. Provide data support to document frequency and nature of professional development and coaching provided to project schools: (1) analysis support of PETR implementation from planning notes and data.</b>
<b>Disseminate and report RESET implementation and PET-R data to ISDE. Provide expertise to support planning a 1-day data "summer" institute with ISDE and implementation schools. Spring 2018. Conduct analysis, to be shared with ISDE in April 2018, to estimate associations among RESET implementation data, PET-R data, and student performance data.</b>
<b>Follow-up with Idaho PTV to complete production of 4 instructional modules, for use by ISDE, based on the K-3 Foundational Skills Practice Guide.</b>

- D. Timeframe. As stated in the purpose, this MOU is to be executed annually, upon revision and review by both ISDE and NCIL. It will continue through SY 2020-2021. As written in section C above this MOU will commence on February 1, 2018 and will be amended for continued collaborative work no later than July31st, 2018.**
  
- E. Signatures. Each 'identified agency accepts responsibility for the fulfillment of identified responsibilities. This Memorandum of Understanding is the complete agreement between Idaho State Department of Education Special Education Department and National Center for Improved Literacy and may be amended only by written agreement signed by each of the parties involved.**

**AGENCY A: Idaho State Department of Education; Special Education Department**

Authorized Official:



Signature

Charlotte (Charlie) Silva  
Director, Special Education

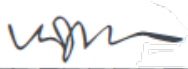
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**AGENCY B: National Center for Improving Literacy**

Authorized Official:



Signature

Nancy J. Nelson, NCIL Co-PI and PD/TA Co-Lead

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