



Governing Board Agenda Item

Meeting Date: April 2, 2026

From: Kristin Reidy, Assistant Superintendent

Subject: American Institutes for Research Memorandum of Understanding

Priority: To provide rigorous, relevant, and innovative academics

Consent Action Discussion

Background:

The purpose of this Memorandum of Understanding (MOU) between Marana Unified School District and the American Institutes for Research (AIR) is to support the District’s participation in an upcoming research study. The MOU outlines the roles, responsibilities, and expectations required for participation in the study.

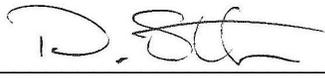
The study, AIR Project No. 05780, also known as “Scaling and Evaluating the Impact of The Third Quest,” is funded by the U.S. Department of Education. The goal of the study is to implement The Third Quest (TTQ) – a reading intervention designed to support students reading below grade level in the middle grades, and to conduct a randomized controlled trial, including data collection, that will allow AIR to test whether TTQ is effective, and under what conditions.

All of the reading intervention materials and training will be provided at no cost to the District. Parent permission will be secured prior to any student participating in this research study.

This Memorandum of Understanding has been approved by the District’s legal counsel.

Recommended Motion:

I move that the Governing Board approve the Memorandum of Understanding between Marana Unified School District and the American Institutes for Research.

Approved for transmittal to the Governing Board: 
Dr. Daniel Streeter, Superintendent

*Questions should be directed to: Kristin Reidy, Assistant Superintendent
Phone: (520) 682-4757*

Read & Achieve Project

Memorandum of Understanding Between American Institutes for Research and Marana Unified School District

1. Background

This Memorandum of Understanding (“MOU,” “Agreement”) concerns the “Read & Achieve” project (AIR Project No. 05780), also known as “Scaling and Evaluating the Impact of The Third Quest” (the “Study”). The American Institutes for Research® (AIR®) is leading the Study through a grant provided by the U.S. Department of Education’s Office of Elementary and Secondary Education (“Client” or “Agency”) (Grant: SB411230022). By participating, Marana Unified School District (“District”) commits to the participation of District staff during the term of the Study, and the selected schools agree to commit to the participation of school personnel during the term of the Study.

The goal of the Study is to implement The Third Quest (TTQ) – a reading intervention designed to support students reading below grade level in the middle grades – and to conduct a randomized controlled trial, including data collection, that will allow AIR to test whether TTQ is effective, and under what conditions.

In November 2023, the U.S. Department of Education Office of Elementary and Secondary Education (OESE) awarded a 5-year grant to AIR for this project focused on evaluating the effectiveness of TTQ, developed by Ancora Publishing. TTQ includes 75 lessons focused on evidence-based practices that support adolescent literacy skills, including comprehension, decoding foundations and multisyllabic words, reading secondary text fluently, and understanding vocabulary. Drawing on informational and narrative texts as well as multimedia, TTQ helps students build the background knowledge needed for other secondary content areas in middle school, such as science, history, and geography. It also integrates the use of positive behavioral supports to promote students’ reading motivation. TTQ is designed to support students reading below grade level in Grades 6 and 7. For the purposes of this form, students reading below grade level are defined as sixth- and/or seventh-grade students who read between 55 and 130 words correct per minute on a sixth-grade oral fluency passage, or between a second- and fifth-grade reading level based on a standardized screening tool.

This Study will investigate the impact of TTQ on students’ reading skills, reading achievement, and reading motivation. The Study’s goal is to demonstrate, refine, and test TTQ in settings with high-need students, such as those reading below grade level. In addition, the project will support program sustainability and continued scaling.

AIR will lead the Study and has assembled a “Study Team” that will work with the District during the Study. The Study Team consists of AIR staff members.

During the Study, school districts across the nation comprising approximately 80 schools supporting grades 6 and 7 (“Middle Schools”) will participate. Within each district, schools will be randomly assigned (by lottery) to implement the study-funded TTQ reading intervention (“treatment schools”) or to continue with their current reading intervention practices (the “comparison schools”) during the 2026-27 school year. Schools assigned to the comparison condition will have the opportunity to participate in training and implement TTQ in the 2027-28 school year at no cost to the district.

This Agreement sets forth the respective roles and responsibilities of the District and AIR and the rest of the Study Team. By signing this document, you are committing to your District’s participation in the Study as described in this document. We look forward to working with you!

2. Term

The term (“Term”) of this Agreement is from the **execution date of this Agreement to June 30, 2027** to cover the period during which TTQ will be implemented and the Study Team will collect data. Any changes to this Agreement will only be considered valid if they are formalized in writing and mutually agreed upon by both Parties.

3. Responsibilities of the Parties

During the Term, the Parties agree to uphold and adhere to the specified responsibilities and expectations as set forth below and in this Agreement’s Appendixes. These Appendixes include:

- Appendix A: School Information Sheet
- Appendix B: Scope of Work
- Appendix C: Compensation
- Appendix D: In Kind Tracking Form
- Appendix E: District Student Data Records Request
- Appendix F: The Third Quest – Parent Consent Form
- Appendix G: The Third Quest – Student Assent Form

3a. District’s Responsibilities

By signing this Agreement, the District is agreeing to 1) participate in the Study as outlined herein, and especially as provided in this Section 3(a) and in **Appendices A through G**; and 2) require participating schools in the District to participate as described in Section 3(b) and in **Appendices A to G**. The District will identify:

1. Participating schools, which should be listed on the School Information Sheet;
2. A “District Coordinator,” who will serve as the main point of contact for the Study and commit to the following activities:
 - a. Support instructors and AIR in securing parental consent for student participation in the study.
 - b. Support data collection by coordinating and communicating about district data collection dates with the Study Team’s district liaison for each instructor and school participating in the study.
 - c. Facilitate completion of requests for extant student records at the district level.
 - d. Track labor hours for in-kind activities and submit AIR provided form biannually, after each data collection window (see **Appendix D**). In-kind activities may include labor hours for time spent engaged in project activities for coaches, principals, and district coordinators.
 - e. Participate in four onboarding calls prior to the start of the 2026-27 school year to ensure district and school teams understand the Read & Achieve project requirements, including data collection activities.

The District Coordinator(s) will be considered “Key Personnel” (as defined in Section 5 below).

3b. Participating Schools’ Responsibilities

By signing this agreement, the District agrees that participating schools listed in the School Information Sheet will:

1. Provide AIR with a de-identified list of students who are expected to receive reading intervention support prior to AIR conducting the lottery.
2. Abide by the lottery results, implementing TTQ in treatment schools while continuing their standard practices in comparison schools.
3. Identify educators to implement TTQ for the 2026-27 year and support educators in signing up for and participating in the summer training (10 hours) and two collaborative workshops that occur during the school year (2 hours total).
4. Allow data collectors who have completed district-approved security clearances access to the building during the fall and spring data collection periods.

3c. AIR’s Responsibilities

AIR will do the following:

1. *Obtain necessary approval and consent.* AIR will complete any application process and comply with district protocols required to conduct evaluation activities in the district.
1. *Assign an AIR District Liaison.* AIR will assign an AIR district liaison from among its own staff. The district liaison will be the primary point of communication for the district, serve as a resource, and interact frequently with the district coordinator.
2. *Facilitate scheduling of the training and support events.* AIR will work with the district, school staff, and instructors to schedule the training and support events at the most appropriate times, taking into consideration district preferences and circumstances.
2. *Collect, analyze, and report on evaluation data.* AIR will collect and analyze the different types of data for the TTQ project. AIR's district liaison will work with the district coordinator, instructional coaches, and individual instructors to schedule the data collections.
3. *Publish findings.* AIR will publish final evaluation findings for the study, including the impact study phase, in multiple formats, including conference presentations and manuscripts. Reports will aggregate results across the participating districts and will not include any disaggregated results that can be associated with an identifiable district, school, or individual.
 - a. *Compensate project participants.* AIR will provide compensation to project participants as specified below. AIR is flexible on the mechanism for compensation (e.g., paying participants directly, paying the district). *Instructors.* AIR will cover the labor cost for instructors (at the district's established professional development rate for teachers) to participate in the initial summer training and the follow-up training sessions. AIR may cover the cost of substitute teachers during the hours when training occurs if training sessions occur during the school day.

4. Payments

AIR will make payments to the District contingent upon satisfaction of the terms of the Agreement (as determined by AIR) and the continued funding of the Study by the U.S. Department of Education's Office of Elementary and Secondary Education. The amount of some payments under this Agreement will be negotiated as the work goes forward (e.g., when AIR is notified of the number of school staff who will be implementing TTQ during the 2026-27 academic year). The planned payments are shown in **Appendix C**, which is incorporated in this Agreement, and which shall be updated by modification to this agreement (an addendum) after the participating educators and professional development rates, and therefore amounts, are finalized.

4a. Instructor Time in Training

AIR will reimburse the District, or the school staff directly (if preferred per the District's policies), for instructor time involved in the summer training (10 hours total) and two collaborative workshops during the academic year (2 hours). The District shall make reimbursement requests by submitting to AIR a completed instructor reimbursement request form (to be provided by AIR, see **Appendix C**) if the district prefers to reimburse instructors.

4b. School Staff Time for Participating in Data Collection Activities

Relevant school staff are expected to participate in data collection activities. See **Appendix C** for incentive amounts if allowed by the District.

4c. Payment Requests

The District will submit requests for payment using the provided Instructor Reimbursement Request Forms (See **Appendix C**) by emailing the form to the Study email (TTQStudy@air.org).

5. Points of Contact, Notice and Key Personnel

AIR and the District will designate primary supervising points of contact in connection with the completion of the Scope of Work for the Study.

5a. Points of Contact

For questions about the study, contact Dr. Aleksis Kincaid, Principal Investigator/Project Director, akincaid@air.org.

For questions about data collection, contact Dr. Caitlyn Majeika, Deputy Project Director, cmajeika@air.org.

For questions about in-kind reports and district reimbursement, contact Maggie Trout, Project Manager, mtrout@air.org.

For questions about the memorandum of understanding, contact Deborah Nicholas, Subcontract Administrator, dnicholas@air.org, or Ana Sullivan, Senior Contracts and Grants Specialist, asullivan@air.org.

For all other inquiries, please contact your district liaison. Elise Strongin (estrongin@air.org) or Tessa Edmonds (tedmonds@air.org).

The District will provide points of contact in **Appendix A**.

5b. Notice

AIR or the District may, at any time, designate a new or alternative point of contact for its organization and will promptly notify the other party upon such designation.

All notices permissible or permitted to be given hereunder shall be sufficient: if in writing, personally delivered; if sent by certified mail, return receipt requested and postage prepaid; if sent by national recognized courier, signature delivery required; or if sent by email, delivery receipt required.

All such notices should be addressed as follows:

If to AIR:

Ana Sullivan, Sr. Contracts & Grants Specialist
Email: asullivan@air.org
1400 Crystal Dr, Arlington
VA 22202

If to the District:

Kristin Reidy, Assistant Superintendent
Email: k.l.reidy@maranausd.org
11290 W. Grier Rd., Suite 121C, Marana,
AZ 85653

5c. Key Personnel

As described above and specified in Exhibit A (School Information Sheet), the District shall select a District Coordinator(s). The District will name the District Coordinator(s) (if already identified) on the School Information Sheet. The District Coordinator(s) shall be Key Personnel for the work described herein. The District will notify AIR of any changes to District-identified Key Personnel at least thirty (30) days in advance, or as soon as possible.

If Key Personnel become unavailable for assignment under this Agreement or are unable to commit the level of effort required without substantial deviation (more than 10 percent), the District agrees to notify AIR at least thirty (30) days in advance, or as soon as possible. The District agrees to provide AIR with written justification (including background documentation) for any proposed substitution.

6. District Information and Research Information/Rights in Data

AIR considers all data and records within the District’s custody that are collected and used in the ordinary course of business to be “District Information.” “District” as used in this Section 6 refers to both the District and the District’s participating Schools. The District shall retain ownership of all District Information at all times.

There are two types of Research Information, described in Subsections 6a and 6b.

6a. Research Information Resulting from Project Activities

Any work, writing, idea, discovery, improvement, invention (whether patentable or not), trade secret, intellectual property, and/or other data compiled and/or collected by the AIR Study Team and/or the District specifically in the performance of this Study (i.e., information that is not collected and used in the ordinary course of business, such as survey or focus group data) or which is derived from the use of information supplied by AIR is considered Research Information and shall be the exclusive property of AIR, regardless of whether such Research Information are in the custody of the District or AIR. District shall disclose promptly all such works, writings, ideas, discoveries, improvements, inventions (whether patentable or not), trade secrets, intellectual properties, and/or other data to AIR, and shall execute all necessary documents to perfect AIR’s title thereto and to obtain and maintain effective protection thereof.

6b. Research Information Transferred from the District

AIR considers that when the District transfers copies of its District Information to AIR for AIR’s research use, in accordance with this Agreement, those copies become Research Information and will be protected by AIR as described in Section 7 below. This category of Research Information includes, but is not limited to, the extant student records data described in **Appendix B**.

7. Confidentiality

Data collection activities will also be conducted in compliance with applicable federal regulations, including the Privacy Act of 1974, P.L. 93-579, 5 USC 552 a; the Family Educational Rights and Privacy Act of 1974, 20 USC 1232g, 34 CFR Part 99; and related regulations, including but not limited to: 41 CFR Part 1-1 and 45 CFR Part 5b.

The Study Team will protect the full privacy and confidentiality of all data collected for the Study in accordance with relevant laws and regulations and will use it for research purposes only. The AIR principal investigator shall ensure that all personally identifiable information about respondents remains confidential. When publicly reporting the results, the Study Team will present data only in aggregate form, so that Districts, school sites, and individuals are not identified.

7a. Confidentiality Assurances During Data Collection

AIR and its research partners will take the following steps to protect confidentiality:

- All data collection staff at AIR will complete required background clearances and will sign agreements that emphasize the importance of confidentiality and specify employees’ obligations to maintain it.
- All members of the Study Team with access to the data will be trained and certified on the importance of confidentiality and data security. Staff will receive training regarding the meaning of confidentiality, particularly as it relates to handling requests for information and providing assurance to respondents about the protection of their responses. Measures to maintain confidentiality will include built-in safeguards concerning status monitoring and receipt control systems.
- AIR has established a data governance and security plan for all information planned for collection as part of the study. The data governance/security plan specifies procedures for managing these data, including: external requirements related to security (e.g., applicable regulations); roles and responsibilities of study team members, including processes for onboarding new staff, monitoring and granting access to data, and managing subcontractor compliance; processes for information security, including accessing, storing, and transferring data; and processes for data quality control and data disposition. AIR’s Information Security Office reviews the appropriateness of all elements of the data governance/security plan.
- Personally identifiable information (PII) will be maintained on separate forms and files from other data, which will be linked only by study-specific identification numbers.

- The parental consent form shall be obtained before the commencement of the Study. The form to be filled out and returned is: The Third Quest – Parent Consent Form and is attached to this agreement as **Appendix F**.
- Access to a crosswalk file linking study-specific identification numbers to PII and contact information will be limited to a small number of individuals who have a need to know this information. All staff with access to these data will go through required background clearances and will receive training about confidentiality.
- Access to printed documents will be strictly limited. Documents will be stored in locked files and cabinets. Discarded materials will be shredded.
- Access to digital records from interview data will be strictly limited and will use pseudonyms or otherwise only refer to participation in the aggregate. Digital recordings will be destroyed immediately following transcription.
- All data will be kept in secured locations, and identifiers will be destroyed as soon as they are no longer required. Access to electronic files will be protected by secure usernames and passwords that will be available only to approved users.
- To ensure that study participants are properly protected, AIR’s Institutional Review Board (IRB) has reviewed the study design protocols, informed consent process, data security plan, and all data collection instruments and procedures. Any additions or adjustments to study components will be reviewed and approved by the IRB prior to use in the field.

All voluntary requests for information will be accompanied by statements indicating that:

- Information collected for this study comes under the confidentiality and data protection requirements of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232g, 34 CFR Part 99; and related regulations, including but not limited to: 41 CFR Part 1-1 and 45 CFR Part 5b.
- The information will be used only for the purposes of research.
- The study team shall hold in strict confidence all collected information and only disclose it for further refinements to the program.

7b. Confidentiality Assurance During Analysis

The Study Team will never provide information that identifies districts, schools, principals, teachers, students, or student family members to anyone outside the Study Team, except as required by law. More detail on the Study Team’s procedures to ensure data security is provided below.

Data storage: Data collected from district records, parents, school staff, and the training from Read & Achieve will be stored and processed in AIR’s secure data enclave, accessible only to specific project staff identified by the data manager. These data will be collected through a secure web portal data transfer by district administrators and staff. All data containing PII will be stored in AIR’s secure data enclave.

Method of data destruction: All data containing individually identifiable records will be destroyed by an appropriate fail-safe method as soon as the data are no longer required, including physical destruction of the media itself or deletion of the contents on the Study Team’s servers. Once the Study is completed, original data collected for the Study will be destroyed.

8. Insurance

AIR and the District are each responsible for the acts and omissions of their respective employees and agents and shall maintain adequate insurance to cover any liability arising from the acts and omissions of their respective employees and agents. The Parties each represent to the other that they will, at all times, maintain liability insurance coverage with suitably licensed and rated carriers.

9. Liability

Each party agrees to be responsible for any negligent actions or omissions by its own officers, agents, and employees in the performance or failure to perform under this Agreement.

The District agrees to be responsible for any and all claims, suits, expenses, damages or other liabilities, including reasonable attorney fees and court costs, arising out of the damage or injury to persons, entities, or property caused or sustained by any person(s) as a result of its performance or failure to perform pursuant to the terms of this Agreement.

Neither party shall be liable to the other party or any other person for any indirect, incidental, consequential, punitive, or special damages whatsoever (including without limitation any damages claimed for loss of income, revenue, or profits or for loss of goodwill) arising from or related to services provided pursuant to this agreement.

10. Termination

AIR is expecting to enjoy a mutually beneficial relationship with the District during the Term. Both parties are committing to involvement for the entire Term. If, however, circumstances make either party's continued participation in the Study infeasible, that party will provide the other party with 60-day written notice to both the Point of Contact and Notice parties and offer the opportunity to try to resolve the matter.

AIR may unilaterally terminate or reduce the duration of this Agreement's Term as a result of a termination or reduction of its grant (S411B230022) with the U.S. Department of Education, Office of Elementary and Secondary Education. Should this occur, AIR shall notify the District promptly and proceed to unilaterally terminate this Agreement accordingly.

11. Changes and Modifications

Except as otherwise provided herein, any changes to this Agreement will only be considered valid if they are formalized in writing and mutually agreed upon. AIR may unilaterally extend this Agreement via written notice to the District in order to accommodate timeline or scheduling changes in the Study.

12. Nondiscrimination

The Parties agree that they shall not discriminate against any employee, applicant for employment, student, parent, contractor, or member of the public because of race, color, religion, disability, sex, age, national origin, genetic code, veteran status, or political affiliation during the term of this Agreement.

13. Retention and Inspection of Records

The parties shall retain and shall contractually require each District under this Agreement to retain, all books, accounts, reports, files and other records relating to the performance of the Agreement for a period of five (5) years after the end of the term of the Contract awarded to AIR.

14. Conflict of Interest

The District warrants that, to the best of the District's knowledge and belief, there are no relevant facts or circumstances which would give rise to a conflict of interest and/or that the District has disclosed all relevant information regarding any actual or potential conflict.

15. Publication

Each Party shall have the right to publish and disseminate information derived from the performance of work under this Agreement. The District shall provide AIR with a copy of any such publication at least thirty (30) days prior to submission for publication in order to review for confidential information, or other material(s) which would affect pending patents, and to forward to Federal Awarding Agency, if applicable. Qualification for authorship shall be in keeping with generally accepted academic standards.

16. Entire Agreement

This Agreement, including all attachments and documents incorporated by reference by AIR, shall constitute the entire agreement between AIR and District. No other document(s) shall be a part of this Agreement, even if

referred to, unless specifically agreed to in writing by AIR. No right that AIR has regarding this Agreement may be waived or modified except in writing by AIR.

17. Signatures

The individuals signing below on behalf of the parties hereby represent and warrant that they are duly authorized to execute and deliver this Agreement on behalf of each respective party and that this Agreement is binding upon the parties in accordance with the terms herein.

American Institutes for Research in the Behavioral Sciences (AIR)	[school district]
AIR Signature	District Signature
Jaqueline Triplett	
Title	Title
Director, Procurement & Subcontracts	
Date	Date
	EIN:

Appendix A. School Information Sheet

For the convenience of the parties, we have prepared this School Information Sheet as an attachment for the Memorandum of Understanding. Below is information specific to the Project at the District.

Name and Address of District: <i>(a W9 will be required)</i>	
District's Signatory (Name and Title):	
Payment Checks to be made out to the following name and sent to the following address:	
Organization's EIN:	
District Coordinator(s):	
Names of Participating Schools:	
Principal Investigator:	Aleksis Kincaid, Ph.D. akincaid@air.org

Appendix B. Scope of Work

B1. Overview of the Project

In November 2023, the U.S. Department of Education Office of Elementary and Secondary Education (OESE) awarded a 5-year grant to AIR for this project focused on evaluating the effectiveness of TTQ, developed by Ancora Publishing. TTQ includes 75 lessons focused on evidence-based practices that support adolescent literacy skills, including comprehension, decoding foundations and multisyllabic words, reading secondary text fluently, and understanding vocabulary. Drawing on informational and narrative texts as well as multimedia, TTQ helps students build the background knowledge needed for other secondary content areas in middle school, such as science, history, and geography. It also integrates the use of positive behavioral supports to promote students' reading motivation. TTQ is designed to support students reading below grade level in Grades 6 and 7. For the purposes of this form, students reading below grade level are defined as sixth- and/or seventh-grade students who read between 55 and 130 words correct per minute on a sixth-grade oral fluency passage, or between a second- and fifth-grade reading level based on a standardized screening tool.

This project is part of a study to investigate the impact of TTQ on students' reading skills, reading achievement, and reading motivation. The project's goal is to demonstrate, refine, and test TTQ in settings with high-need students, such as those reading below grade level. In addition, the project will support program sustainability and continued scaling.

B2. Partners

The implementation of TTQ is a coordinated effort involving AIR and a team of partners.

- **AIR** will lead the project through its grant from OESE, working with each partner to ensure the project's goals are met. AIR also will conduct the evaluation of the implementation and impact of TTQ.
- **District partners** will support implementation of TTQ by identifying instructors and support personnel to implement TTQ and coordinate with AIR and Ancora. One person in a district may fill multiple roles. Each school district partner will identify these main participants:
 - **District coordinator.** The district will assign a district coordinator as the main point of contact for the project. This person will be responsible for communicating with AIR, Ancora, and participating schools to support data collectors and requested data transfers.
 - **Instructional coach.** The district will identify one or more instructional coaches responsible for attending training and supporting instructor implementation of TTQ. The instructional coaches will attend training sessions hosted by Ancora and support instructors implementing TTQ in their classrooms. An instructional coach may also be an instructor where appropriate.
 - **Instructors.** Each participating school will identify one or more sixth- or seventh-grade instructors who will deliver TTQ to students in at least one Tier 2 intervention setting of 8–12 students over the course of the 2026–27 school year. Instructors participating in the impact study will also record one lesson, support data collection, and complete instructor surveys.
- **Ancora Publishing.** Ancora, the developer of TTQ, will provide a package of training and support for the instructors and instructional coaches implementing TTQ. Ancora will use feedback routines, internal data, and evaluation data from AIR to develop and refine supports offered to instructors as part of this study.

In addition to the roles listed above, **AIR** and **Ancora Publishing** will disseminate information about TTQ to potential school district partners and results of the evaluation to educators, policymakers, researchers, and other interested parties. We adhere to strict codes of confidentiality and will never release individual responses in any way that could identify districts, schools, or respondents.

B3. Timeline for Participation in the Project

This form covers the impact study phase of the project, which will begin in summer 2026 and support one or more instructors in each participating school with Grades 6 and/or 7. The district will participate in the TTQ project for the 2026–27 and 2027–28 school years.

Within the District, Which Schools, Instructors, and Instructional Coaches Will Participate?

Several criteria determine which schools, instructors, and instructional coaches should participate. The district will nominate schools based on these criteria and any additional preferences. AIR will explain the project to the selected school staff to help them understand the project prior to signing-on.

Which Schools Are Eligible?

- A school must have Grades 6 and/or 7.
- A school must have at least 8–12 students in sixth and/or seventh grade who are reading below grade level. (See the definition of “reading below grade level” in the Project Goal section of this form.)
- A school must be willing and able to support all students identified below grade level who are typically supported in that building through supplemental support using TTQ for the duration of the 2026–27 school year.
- A school must offer an intervention period to students that allows the completion of the 75 lessons of TTQ over the course of the 2026–27 school year. To meet this requirement, an intervention period must meet for at least 60 minutes per day on a block schedule (2–3 days each week) or 30 minutes per day 4–5 days each week to fully implement TTQ.
- The school and all instructors must abide by the results of a lottery to determine when the school and its instructors will begin implementation of TTQ. Some schools will begin implementation of TTQ during the 2026–27 school year (“treatment”) while other schools will receive TTQ training and materials beginning in summer 2027 to implement TTQ during the 2027–28 school year (“comparison”). The lottery will be scheduled based on consultation between AIR and the district and follow the assignment of students to an intervention block for the 2026–27 school year.

Within a School, Which Instructors Are Eligible?

Within the selected schools, TTQ will be provided to one or more instructors who can offer TTQ to an intervention group of 8–12 students. The instructors *do not* need to be literacy instructors or hold an educator license. Instructors need to have a regularly scheduled prep period during the day (e.g., a paraprofessional with one prep period a week could implement TTQ). Educators with a prep period built into their day *do not* need an additional prep period to implement TTQ.

What Do Principals and Other Administrators Need to Be Willing to Do?

The principal, assistant principal(s), and other administrators in the school need to commit to following the results of the lottery and supporting TTQ instructors when they begin implementing TTQ in their classrooms. The principal and other administrators are expected to be supportive and are invited to join all training sessions and meetings related to this project at their discretion.

B4. Roles and Responsibilities

Required Activities for TTQ Instructors in treatment schools (i.e., schools implementing during the 2026–27 school year). Instructors implementing TTQ must:

- *Attend summer training.* Instructors will participate in a 10-hour virtual training session split over two 5-hour days delivered by Ancora Publishing in the summer prior to implementing TTQ. Instructors will receive financial compensation or reimbursement for their time in training. (The exact format of compensation or reimbursement will be negotiated between AIR and the district to conform with policies or agreements.)
- *Attend follow-up training sessions.* During the 2026–27 school year, instructors will participate in two 1-hour virtual training sessions (2 hours total during the school year). AIR and Ancora Publishing will schedule these at multiple times for each session to provide flexibility with attendance. Instructors will

receive financial compensation or reimbursement for participation in the follow-up training sessions. (See note above about compensation for instructors.)

- *Conduct progress monitoring.* At schools implementing TTQ during the 2026–27 school year, internal progress monitoring will be conducted at the end of each TTQ level and be recorded on an electronic spreadsheet.
- *Complete lesson logs and fidelity checks.* At schools implementing TTQ during the 2026–27 school year, instructors will complete a log of lessons delivered to their intervention class and fill out fidelity check forms to assess their implementation of TTQ.
- *Video record a lesson.* AIR will send video recording equipment to each school implementing TTQ during the 2026–27 school year. The business-as-usual group of schools will *not* participate in this activity. The video recording equipment will be used to record one TTQ lesson to check for fidelity of implementation. The equipment will remain the property of the district at the conclusion of the study.
- *Support data collectors.* Instructors should support data collectors entering their room in the fall and spring of the 2026-27 school year. See the district coordinator description for more info on the data collectors.

The professional development time commitment sums to 12 hours and does not include time to complete lesson logs (estimated at 10 minutes per week per instructor), assessing students, or video recording a lesson.

*Required Activities for **Instructors in comparison schools** (i.e., schools implementing during the 2027-28 school year).* Instructors implementing academic reading interventions with students reading below grade level must:

- *Support data collectors.* Instructors should support data collectors entering their room in the fall and spring of the 2026-27 school year. See the district coordinator description for more info on the data collectors.

B4a. TTQ Activities for Instructional Coaches

The district will assign one or more instructional coaches who will commit to the following activities:

- *Attend summer training.* To build district capacity, instructional coaches will participate in the 10-hour virtual training session split over two 5-hour days delivered by Ancora Publishing in the summer prior to implementing TTQ. Instructional coach time is not covered by the grant.
- *Attend follow-up training sessions.* During the 2026–27 school year, instructional coaches at treatment schools will participate in two 3-hour virtual training sessions (5 hours total during the school year). AIR and Ancora Publishing will schedule these at multiple times for each session to provide flexibility with attendance.
- *Monitor instructor logs to ensure logs are kept up each week.*

The professional development time commitment sums to 16 hours and does not include time to ensure instructor logs are up to date each week.

B4b. TTQ Activities for the District Coordinator

The district will assign one district coordinator to serve as the main point of contact for all study activities. This individual will commit to the following activities:

- *Serve as a point of contact for AIR.* Throughout the study, the district coordinator will serve as a primary point of contact for AIR and Ancora Publishing to communicate about instructor and instructional coach participation in the project.
- *Secure parental consent forms.* The district coordinator will support instructors and AIR in securing parental consent for student participation in the study.
- *Support data collectors.* AIR will hire and manage a group of data collectors to visit each intervention block two times during the 2026–27 school year to conduct a pre- and post-assessment of students' learning. Each classroom will participate in the DIBELS 8th Edition and Gates-MacGinitie Reading Test. The data

collectors will all receive background checks and pass district-approved criteria for entering the schools. AIR will coordinate assessment dates with the district coordinator for each instructor and school participating in the study.

B4c. Responsibilities of AIR

AIR will do the following:

Obtain necessary approval and consent. AIR will complete any application process and complying with district protocols required to conduct evaluation activities in the district.

Assign an AIR District Liaison. AIR will assign an AIR district liaison from among its own staff. The district liaison will be the primary point of communication for the district, serve as a resource, and interact frequently with the district coordinator.

Facilitate scheduling of the training and support events. AIR will work with the district, school staff, and instructors to schedule the training and support events at the most appropriate times, taking into consideration district preferences and circumstances.

Collect, analyze, and report on evaluation data. AIR will collect and analyze the different types of data for the TTQ project as summarized earlier in the Project Data Collections section. AIR’s district liaison will work with the district coordinator, instructional coaches, and individual instructors to schedule the data collections.

Publish findings. AIR will publish final evaluation findings for the study, including the impact study phase, in multiple formats, including conference presentations and manuscripts. Reports will aggregate results across the participating districts and will not include any disaggregated results that can be associated with an identifiable district, school, or individual.

Compensate project participants. AIR will provide compensation to project participants as specified below. AIR is flexible on the mechanism for compensation (e.g., paying participants directly, paying the district).

Instructors. AIR will cover the labor cost for instructors (at the district’s established professional development rate for teachers) to participate in the initial summer training and the follow-up training sessions. AIR may cover the cost of substitute teachers during the hours when training occurs if training sessions occur during the school day.

B5. Project Data Collections

To evaluate the impact of TTQ, districts will allow the data collection activities listed in Exhibit B-1 during the 2026–27 school year.

Exhibit B–1. Data Collection Activities

Participants	Activity	Duration	Timing
District coordinator	Provide student data to AIR, including how students were selected for intervention	Not applicable	Spring 2026
Students	Gates-MacGinitie Reading Test	40 minutes (group administered)	Fall 2026 and spring 2027
	DIBELS-Maze	5 minutes (group administered)	Fall 2026 and spring 2027
	DIBELS-Oral Reading Fluency	1 minute (individually administered)	Fall 2026 and spring 2027
	Survey	20 minutes	Fall 2026 and spring 2027

Instructors and instructional coaches	Survey	20 minutes	Fall 2026 and spring 2027
Selected instructors and instructional coaches	Interview	45–60 minutes	Fall 2026 and spring 2027
Students and instructors	Video record one TTQ lesson	Varies	Spring 2027

All data collection activities have been reviewed and approved by AIR’s Institutional Review Board. In accordance with human subject protection policies, participation in individual data collection activities is considered voluntary.

Appendix C. Compensation

This section describes the costs that AIR will reimburse to the District. All compensation amounts may be changed by Modification. Furthermore, all compensation for staff costs will be modified as needed to reflect actual staff costs incurred by the District.

C1. District and School Staff Time for Training Activities

Based on the training plan and the District’s prevailing rates, AIR will reimburse the District, or the Staff directly¹ (if preferred per the district’s policies), for teacher and other staff time involved in meetings that must occur outside existing labor contract hours. The reimbursement rate is assumed to be the District’s professional development rate. Reimbursement requests shall be made by submission to AIR of a District/School Staff Time Reimbursement Request Form.

C2. School Staff Time for Assisting Data Collection

We will provide each participating instructor and coach the following compensation for participating in data collection activities:

- **Instructor and instructional coach surveys:** Treatment instructors and instructional coach will be surveyed in Fall 2026 and Spring 2027 to report on TTQ implementation and cost information. Comparison school staff and district support staff will be surveyed in Spring 2027 to estimate the cost of implementing the intervention. Staff members will actively consent before starting the online survey and will be provided with an electronic gift card of \$25 dollars for each survey, if the district allows data collection incentives.
- **Select instructor and instructional coach interviews:** For a selected group of treatment instructors and instructional coaches, we will conduct interviews to collect information on their implementation of TTQ. Each interviewee will complete an active consent form before the interview begins and be compensated for their time (\$35). The interviews will be conducted virtually.

Exhibit C–1. District Budget and/or Planned Payments

[District to insert PD rate here.]

AIR will reimburse districts twice a year according to the schedule below. The districts will then reimburse the instructors for the training activities completed during the 2026-2027 school year.

Anticipated Reimbursement Date	Activities	Number of Hours per Instructor
October 2026	Summer training	10
March 2027	Two one-hour follow-up trainings (Fall 2026; Winter 2027)	2

Exhibit C–2. Instructor Reimbursement Request Forms

Form(s) will be an Excel file that will be provided to District by AIR as separate documents.

¹ For direct payment to District Staff, AIR requires individual W9s for each participant.

**Scaling and Evaluating The Third Quest
Award #: S411B230022
Current Period Detailed Reimbursement Request Report**

Organization:
 Address:
 Phone:

Reporting Period: 2026-2027 school year - fall semester
 Report Date:

ITEM	Description	Hourly Rate	Hours Spent	Value in USD
SALARIES AND WAGES				
<i>Insert name</i>	<i>Insert role</i>		10	-
<i>Insert name</i>	<i>Insert role</i>		10	-
<i>Insert name</i>	<i>Insert role</i>		10	-
<i>Insert name</i>	<i>Insert role</i>		10	-
TOTAL Salaries & Wages				-
ACTIVITIES				
Summer training workshop	Virtual training facilitated by Ancora Publishing to learn how to teach and implement <i>The Third Quest</i>		10.00	
			TOTAL	-

Approved by: _____ Signature _____ Date _____

Appendix D. In Kind Tracking Form

Part of our study obligation is to track the total cost of study activities and report those not reimbursed as *in-kind support* and report in our annual performance report (APR) to OESE. To collect this information, AIR requests a report of the estimated hours and associated labor rates for district employees exclusive of time spent by instructors attending professional development, participating in data collection activities, or delivering instruction in the classroom. The estimate of time must not be paid for by AIR. We also need to collect the name of the individual(s) within the district that reviews and approves of the in-kind report. Please use the attached report template to list staff names, labor rates, and estimated hours spent related to this project. This report will be sent by the school district to AIR at the same time as the invoice for instructor professional development reimbursements.

District Coordinators are responsible for tracking labor hours associated with in-kind activities and submitting an AIR-provided form on a monthly basis (see Exhibit D-1). In-kind activities may include labor hours for time spent engaged in project activities for coaches and district coordinators.

Exhibit D-1. Image of In-Kind Tracking Form

Form(s) will be an Excel file that will be provided to District by AIR as separate documents.

Scaling and Evaluating The Third Quest
Award #: S411B230022
Current Period Detailed In Kind Report
Reporting Period: June - August 2026

Organization: _____
 Address: _____
 Phone: _____
 Report Date: _____

Name: _____ Role: District Coordinator					
Dates	Activities	Activity Description	Hourly Rate	Hours Spent	Value in USD
	Summer training workshop	Virtual training facilitated by Ancora Publishing to learn how to teach and implement The Third Quest			-
	Onboarding Call	Virtual session to review grant requirements			-
	Onboarding Follow Up Call	Coordinate data requests for the study and fall data collection activities			-
	School Kickoff Call	Coordinate data requests for the study and fall data collection activities with school points of contact			-
	Data collection support	Coordinate data requests for the study and fall data collection activities			-
TOTAL				0	-

Name: _____ Role: Principal - Control School					
Dates	Activities	Activity Description	Hourly Rate	Hours Spent	Value in USD
	Kickoff call	Coordinate data requests for the study and fall data collection activities with school points of contact			-
	Data collection support	Coordinate data requests for the study and fall data collection activities			-
TOTAL				0	-

Name: _____ Role: Principal - Treatment School					
Dates	Activities	Activity Description	Hourly Rate	Hours Spent	Value in USD
	Summer training workshop	Virtual training facilitated by Ancora Publishing to learn how to teach and implement The Third Quest			-
	Kickoff call	Coordinate data requests for the study and fall data collection activities with school points of contact			-
	Data collection support	Coordinate data requests for the study and fall data collection activities			-
TOTAL				0	-

Name: _____ Role: Coach					
Dates	Activities	Activity Description	Hourly Rate	Hours Spent	Value in USD
	Summer training workshop	Virtual training facilitated by Ancora Publishing to learn how to teach and implement The Third Quest			-
	Kickoff call	Virtual session to review grant requirements and data collection activities			-
	Data collection support	Coordinate data requests for the study and fall data collection activities			-
TOTAL				0	-
SCHOOL TOTAL				0	-

Approved by: _____ Signature _____ Date _____

Appendix E. District Student Data Records Request

E1. De-Identified Administrative Student Data Requested

AIR will request district-reported student and school demographic data for the 2025–26 academic year. For each educator intervention class, AIR will request de-identified student-level characteristics including grade level, race and ethnicity, gender, English learner status, special education services eligibility, free/reduced-price lunch eligibility, and student scores and data used to identify students for reading intervention (e.g., district administered academic screeners). AIR will request some information in the spring of 2026 to conduct the school lottery. Once the data are received in spring of 2026 AIR will conduct the lottery and share the lottery results with the district. See Exhibit 1 for an overview of the student information requested.

Exhibit E–1. De-identified Administrative Data Requested

Data	Purpose	Timing of Request
Student identifiers*, grade-level, race/ethnicity, gender, English learner status, special education services eligibility, free/reduced priced lunch eligibility, and student data used to identify students for intervention (e.g., district screener scores)	Used to evaluate consistency of student groups at the start of intervention (i.e., baseline) and identify the effects of the intervention across student groups (i.e., efficacy).	Spring 2026
Student identifiers*, list of interventions received during 2026-27 for students in the control condition	Used to identify which students are still receiving intervention at the end of the academic year, estimate how many lessons of TTQ a student may have received, and what other interventions students in the control condition received.	Spring 2027

Note. Student identifiers may be de-identified student ID numbers (e.g., state ID number, unique district ID).

E2. Participating Educator Data Requested

In addition, AIR will request instructor and instructional coach names, their position, whether or not they are a licensed educator, and contact information for each participating educator and instructional coach. This information is used to register instructors and instructional coaches for training, and conduct outreach for interview and survey participation.

Exhibit E–2. Participating Educator Data Requested

Data	Purpose	Timing of Request
Instructor and instructional coach names, position, licensure, school email, school phone number	Used to register participants for training, contact participants about data collection, and invite participants to participate in interviews and complete surveys.	Spring 2026

All data collection activities are reviewed and approved by AIR’s Institutional Review Board. In accordance with human subject protection policies, participation in individual data collection activities is considered voluntary. If your district has a required Data Sharing Agreement form or requires a formal data sharing agreement with AIR, contact AIR study team leaders (akincaid@air.org; cmajeika@air.org).

Appendix F. The Third Quest- Parent Consent Form

Dear Parent or Guardian,

Your child's school is taking part in **Read & Achieve**, a research study funded by the U.S. Department of Education. This study looks at how **The Third Quest (TTQ)** program, created by Ancora Publishing, helps improve reading skills for 6th and 7th graders who need extra support. The study is being conducted by the **American Institutes for Research (AIR)** with help from **Ancora Publishing**.

This document explains what participation in the study involves, what information will be collected, how your child's privacy will be protected, and how you can learn more.

Are all middle schools in my district using The Third Quest (TTQ)?

No, not in the 2026-27 school year. To understand how TTQ affects student reading skills, some schools will start using TTQ in 2026-27, while others will begin in 2027-28.

Will my student get reading supports if their school doesn't use TTQ?

Yes. Your student's school will follow its usual process to determine if they need reading support. If their school is not using TTQ in the 2025-26 school year, they will still receive the regular reading support the school typically offers.

What data will be collected from my student?

All students receiving reading support in participating schools—whether using TTQ or not—will take part in data collection. This helps us understand how TTQ affects reading progress.

Here's what your student will do in the fall and spring:

- **Three reading tests:** to measure reading fluency, vocabulary, and comprehension.
- **One survey** about their motivation to read.

This information will help us see how students reading skills and motivation change over the school year.

If your student is in a classroom using TTQ, we will also do **one classroom observation** in the spring using video recording. The recordings will help the research team see how well teachers use TTQ and improve training for future educators. Only trained researchers will watch the videos, and they will be deleted when the project ends to protect student privacy.

Other data we will collect:

Read & Achieve will request information on student demographics and academic progress from the district. This may include information on student race and ethnicity, sex, special education and English learner status, eligibility

for free or reduced-price lunch, state and district reading assessments, and attendance records. This information helps us understand student learning and how well the program meets student needs.

If I do not want my student to participate in data collection, can they still be in a class using TTQ?

Yes. This form asks for your permission for data collection. If you choose not to allow data collection, your student can still participate in TTQ if their school is using the program in the 2026-27 school year.

What if my student doesn't want to participate?

We respect student choice. If you give permission for data collection, we will ask your student for their agreement before each data collection activity. If they choose not to participate, they will not be required to. If you do not give permission for data collection, your student will not be asked to participate at all. There will be no penalty for your child if they do not participate in the study.

How will you protect my student's privacy?

AIR uses strict data security practices to protect the privacy of all data that we collect. Read & Achieve team members are all trained to maintain the confidentiality of study participants, and all data are stored in a secure manner using a process that has been reviewed and approved by our institutional review board (IRB). In addition, we will destroy all copies of the data at the end of the study. Individual student information will not be shared back with the district, school, or instructor providing TTQ. Information collected as part of the study will not be used or distributed for future research studies.

What are the benefits of my student participating?

If your student participates, their data will help our team better understand the extent to which the Third Quest (TTQ) program helps improve reading skills for 6th and 7th graders who need extra support.

Are there any foreseeable risks to my student participating?

There are no foreseeable risks to your student for participating in this study.

What should I do if I agree to my student's participation?

Participation in any study is voluntary. Please **select the checkbox below** indicating **you give permission** for your student to participate in data collection and return the following form to your student's teacher.

What if I do not agree to my student's participation?

If you do not want your student to participate in data collection, **select the checkbox below** indicating you **DO NOT give permission** for your student to participate in data collection and return the form to your student's teacher.

More Information

If you have questions or would like more information about the study, please contact the study's project director, Aleksis Kincaid, PhD, at akincaid@air.org. If you have concerns or questions about your child's rights as a

participant in this study, contact the Chair of AIR's Institutional Review Board at IRBChair@air.org, by phone toll free at 800-634-0797, or in writing c/o AIR IRB, 1400 Crystal Drive, 10th Floor, Arlington, VA 22202-3289.

Please return the portion below or use the provided QR code. You may keep the rest for your records.

Read & Achieve Consent Form

- I give permission for my student to participate in Read & Achieve
- I DO NOT give permission for my student to participate in Read & Achieve

Parent/Guardian Printed Name

Date

Parent/Guardian Signature

Student's Printed Name

Grade

School Name

Instructor Name



Use this QR code to access and complete the consent form online:

Estimado padre o tutor,

La escuela de su hijo/a está participando en **Read & Achieve**, un estudio de investigación financiado por el Departamento de Educación de los Estados Unidos. Este estudio examina cómo el programa La Tercera Expedición o **The Third Quest (TTQ)** por sus siglas en inglés), creado por Ancora Publishing, ayuda a mejorar las habilidades lectoras de los estudiantes de los 6º y 7º grados que necesitan apoyo adicional. El estudio está siendo realizado por los **Institutos Americanos de Investigación (AIR)** por sus siglas en inglés) con la ayuda de **Ancora Publishing**.

Este documento explica en qué consiste la participación en el estudio, qué información se recopilará, cómo se protegerá la privacidad de su hijo/a y cómo puede obtener más información.

¿Utilizan todas las escuelas intermedias de mi distrito The Third Quest (TTQ)?

No, no en el curso 2026–27. Para comprender cómo afecta el TTQ a las competencias lectoras de los estudiantes, algunas escuelas empezarán a utilizarlo en 2026–27, mientras que otros lo harán en 2027–28.

¿Recibirá mi estudiante el apoyo en lectura a si su escuela no utiliza TTQ?

Sí, la escuela de su estudiante seguirá su proceso habitual para determinar si necesita apoyo en lectura. Si su escuela no está utilizando TTQ en el año escolar 2026–27, seguirán recibiendo el apoyo en lectura regular que la escuela ofrece normalmente.

¿Qué datos se recogerán de mi estudiante?

Todos los estudiantes que reciban apoyo en lectura en las escuelas participantes—tanto si utilicen TTQ como si no—tomarán parte en la recogida de datos. Esto nos ayuda a comprender cómo TTQ afecta al progreso en lectura.

Esto es lo que su estudiante hará en otoño y primavera:

- **Tres pruebas de lectura:** para medir la fluidez, el vocabulario, y la comprensión lectora.
- **Una encuesta** sobre su motivación para leer.

Esta información nos ayudará a ver cómo cambian las habilidades de lectura y la motivación de los estudiantes a lo largo del curso escolar.

Si su estudiante esté en un aula que utiliza TTQ, también realizaremos **una observación del aula** en la primavera utilizando grabaciones de vídeo. Las grabaciones ayudarán al equipo de investigación a ver cómo utilizan TTQ los profesores y a mejorar la formación de futuros educadores. Sólo los investigadores cualificados verán los vídeos, y se borrarán cuando finalice el proyecto para proteger la privacidad de los estudiantes.

Otros datos que recopilaremos:

Read & Achieve solicitará información al distrito sobre los datos demográficos y el progreso académico de los estudiantes. Esto puede incluir información sobre la raza y el origen étnico de los estudiantes, su sexo, su condición de estudiantes de educación especial y de inglés como segunda lengua, su derecho a recibir almuerzos gratuitos o a precio reducido, las evaluaciones de lectura estatales y del distrito y los registros de asistencia. Esta información nos ayuda a comprender el aprendizaje de los estudiantes y la medida en que el programa satisface sus necesidades.

Si no quiero que mi estudiante participe en la recogida de datos, ¿puede seguir en una clase que utilice TTQ?

Sí. Este formulario solicita su permiso para la recopilación de datos para el estudio. Si decide no permitir la recopilación de datos, su estudiante podrá seguir participando en TTQ si su escuela utiliza el programa en el año escolar 2026–27.

¿Y si mi estudiante no quiere participar?

Respetamos la decisión de los estudiantes. Si Ud. autoriza la recogida de datos, le pediremos a su estudiante su consentimiento antes de cada recolección de datos. Si su estudiante decide no participar, no se le pedirá que lo haga. Si Ud. no autoriza la recolección de datos, no se le pedirá a su estudiante que participe. No habrá ninguna penalización para su estudiante si no participa en el estudio.

¿Cómo protegerán la privacidad de mi estudiante?

AIR utiliza estrictas prácticas de seguridad de datos para proteger la privacidad de todos los datos que recopilamos. Todos los miembros del equipo de Read & Achieve han recibido capacitación para mantener la confidencialidad de los participantes en el estudio, y todos los datos se almacenan de forma segura mediante un proceso que ha sido revisado y aprobado por nuestra junta de revisión institucional (IRB por sus siglas en inglés). Además, destruiremos todas las copias de los datos al final del estudio. La información individual de los estudiantes no se volverá a compartir con el distrito, la escuela o el instructor que proporcione TTQ. La

información recopilada como parte del estudio no se utilizará ni distribuirá para futuros estudios de investigación.

¿Cuáles son los beneficios de que participe mi estudiante?

Si su estudiante participa, sus datos ayudarán a nuestro equipo a entender hasta qué punto de que el programa TTQ ayuda a mejorar las habilidades de lectura de los estudiantes de 6º y 7º grado que necesitan apoyo adicional.

¿Hay riesgos previsible para mi estudiante al participar?

No hay riesgos previsible para su estudiante al participar en el estudio.

¿Qué debo hacer si estoy de acuerdo con la participación de mi estudiante?

La participación en cualquier estudio es voluntaria. Por favor, **marque la casilla de abajo** que indica **que da permiso** a su estudiante para participar en la recogida de datos y devuelva el siguiente formulario al profesor de su estudiante.

¿Qué ocurre si no estoy de acuerdo con la participación de estudiante?

Si no desea que su estudiante participe en la recopilación de datos, **marque la casilla de abajo** que indica que **NO da permiso** a su estudiante para participar y devuelva el formulario al profesor de su estudiante.

Más información

Si tiene alguna pregunta o desea más información sobre el estudio, póngase en contacto con el director del proyecto, Aleksis Kincaid, PhD, enviando un correo electrónico a akincaid@air.org. Si tiene dudas o preguntas sobre los derechos de su hijo/a como participante en este estudio, póngase en contacto con el presidente de la Junta de Revisión Institucional de AIR en IRBChair@air.org, por teléfono al número gratuito 800-634-0797, o por escrito a AIR IRB, 1400 Crystal Drive, 10th Floor, Arlington, VA 22202-3289.

Por favor, devuelva la parte de abajo o utilice el código QR proporcionado. Puede conservar la parte restante para sus archivos.

Formulario de consentimiento para el proyecto Read & Achieve

Autorizo a mi hijo/a a participar en el proyecto Read & Achieve

NO autorizo a mi hijo/a a participar en el proyecto Read & Achieve

Nombre en letra de molde del
padre/tutor

Fecha

Firma del padre/tutor

Nombre en letra de molde del
estudiante

Grado

Nombre de la escuela

Nombre del instructor

Utilice este código QR para acceder y completar el
formulario de consentimiento en el Internet:



Appendix G. The Third Quest – Student Assent Forms

The Third Quest - Student Assent for Testing

Please read the following script to students. It provides a welcome from us, an explanation of the project, what students are about to do, and why it is important.

As your teacher may have mentioned, your school is a part of a study happening in schools across the United States. The goal is to learn how to help students become even better readers.

As part of this study, we would like you to complete four activities. They involve reading a short passage aloud with me individually, completing two paper-pencil tests, and responding to a survey. These activities will help us understand how reading skills and your interest in reading change over time.

Our team will protect your privacy as a participant by keeping all the information we collect from you confidential. Your individual student information will not be shared back with the district, school, or teacher. At the end of our study, we will destroy all copies of your information.

A benefit to participating in these activities is that the information we learn will help our team better understand how reading programs help improve reading skills for 6th and 7th graders. We do not foresee any risks to participating in this study. I am going to write an email address on the board. If you have any questions or concerns, don't hesitate to reach out [write IRB email on board: IRBChair@air.org].

In a few minutes, we'll get started on the activities. These won't change your grade in this class, but they will help us make learning experiences even better for students. If you do not want to be part of the study, please let me or your teacher know as we hand out materials. If at any point you want to stop being part of the study, please tell your teacher. You don't have to participate, but we hope you will, and taking part could help other students like you.

Thank you for being a part of this study! We're excited to learn from you.

The Third Quest - Student Assent for Video Observation

Introduction: This document includes a script to read to students prior to recording a lesson of The Third Quest (TTQ). The document includes directions and a script to recite to your students before you begin recording the lesson. The script covers what students should know about the lesson recording and what to do if they do not want to be captured by the video recording.

Directions:

1. Read the bolded text below prior to recording your TTQ lesson.
 - a. If your recording will take place over two days, read the text on the first day. On the second day, only request assent for students who were not in attendance the first day.
 - b. Only students whose parents have consented to the video recording (either through active or passive consent) should be included in the request for student assent.
 - c. Students whose parents indicated in some manner the student should ***not*** be in the recording should be placed behind the Swivl robot and iPad to ensure they are not captured by the camera.
 - d. If your school or district has provided an alternate option, students can be moved outside of the classroom to receive supplemental supports that are consistent with TTQ (e.g., providing direct instruction in reading skills).
 - e. A set of possible questions and answers is provided following the prompt.
2. After reading the bolded text below, provide time and direction to students who did not assent to the recording to ensure they can move behind the Swivl camera and iPad. This may require moving the Swivl and iPad to another location in the room to exclude a portion of the classroom.

Read the following:

We are going to record our lesson today. The recording will be used to help me understand what I'm doing well and how I can support you as you become stronger readers. Only me and the team supporting me will see the recording and it will be deleted after the teams are done using it. No one else will see the recording. If you do not want to be shown on the video recording, you can sit behind the camera. Are there any questions?

Possible questions and answers:

- Question (Q): Who will look at the recording?
 - **Answer (A): The team supporting this project, which includes researchers from the American Institutes for Research.**
- Q: Will my mom, dad, principal, friends, other teachers, etc. see the recording?
 - **A: No, the recording will only be viewed by the team supporting this project.**
- Q: May I see the recording once it is ready?
 - **A: No, the recording will only be viewed by the team supporting this project.**
- Q: Do we need to do something special for the recording?
 - **A: No, you should participate and act like you would if the camera were not here.**