



The IRIS Center

3+2 Evaluation Report

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The IRIS Center: 3+2 Evaluation Report

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The IRIS Center

This report provides a record of the “3+2” evaluation of the IRIS Center. As part of the evaluation, a meeting of project staff, evaluators, and Federal officials was held in Washington, DC, on September 15, 2014. Evaluators were invited to attend virtually via video teleconference, and all other participants attended in person. The intent of this meeting, facilitated by the American Institutes for Research (AIR) for the Office of Special Education Programs (OSEP), U.S. Department of Education, was to review the progress of this project in achieving its stated objectives during the first two years of its current award. The IRIS Center’s accomplishments and evaluation activities to date as well as its planned future activities were discussed.

Following the introduction, the second section is a brief overview of the 3+2 review process, followed by background information on the IRIS Center and its work. The third section describes the procedures used to evaluate the project, including information about the reviewers and other participants at the meeting, the agenda for conducting the review session, and the sources of data used to evaluate the project. The fourth section summarizes descriptive findings from the evaluation meeting, including the topics discussed by project staff during their presentation and information provided in their 3+2 briefing book. Analytic findings constitute the fifth section, which highlights salient themes, issues, and concerns derived from the reviewers’ answers to questions on the evaluation form. The final section presents conclusions and reviewer recommendations for the remaining years of the IRIS Center. A summary of the discussion among the reviewers about the project’s effectiveness and areas for improvement are compiled into major themes and listed as recommendations for OSEP and the project to consider and respond to, as appropriate.

Following the main sections of the report are five attachments, which provide reviewers’ contact information, the agenda, the evaluation form for the review session, written comments provided by each reviewer, and slides from the presentation shown at the meeting.

Overview of the Review Process

This evaluation of the IRIS Center is one in a series of project reviews to be based on a review procedure called the “3+2 review process.” Information about the review process and the project under review is presented next.

The 3+2 Review Process

OSEP conducts the 3+2 reviews for projects that exceed \$500,000, are funded on multiyear cycles, and have completed (or are completing) at least their second year of activities and funding. These reviews use a team composed of OSEP staff, other Federal officials, and external (non-Federal) evaluators with experience relevant to the project (e.g., university faculty, practitioners, family members, and advocates for children with disabilities). An immediate objective of the 3+2 review process is to assess whether a given project is progressing as planned and to comment on how the project might be improved during the remainder of its funding period. In addition, the 3+2 review process lays the groundwork for developing a procedure with which OSEP can review and improve its larger projects.

Background of IRIS Center

The IRIS Center offers a wide variety of resources and services about evidence-based practices and seeks to infuse these practices into preservice preparation and professional development (PD) programs. The Center’s mission is to “build the capacity of higher education faculty and professional development providers to prepare effective educators by providing tiered training and technical assistance (TA) on (a) conceptualizing, implementing, and evaluating curricula, coursework, and clinical experiences grounded in the use of evidence-based practices; and (b) integrating content on evidence-based instructional and intervention practices into coursework to improve outcomes for all children, especially children with disabilities (birth through age 21) and their families.” The Center develops and provides online teaching and learning tools, instructional and content modules, and other materials free of charge for improving the knowledge and skills of faculty, professional development providers, educators, and independent learners. The Center is working toward conducting four major sets of activities, as outlined in the cooperative agreement between IRIS and OSEP. These activities are:

1. Knowledge development activities
2. Technical assistance and dissemination activities
3. Leadership and coordination activities
4. Evaluation activities

Procedures Used to Evaluate the Project

This section gives an overview of the procedures that AIR used to collect and analyze information provided by the IRIS Center staff and the review panel.

Composition of 3+2 Evaluation Meeting Participants

The Center was represented by the following staff in person:

- Naomi Tyler, Co-Project Director
- Deborah Deutsch Smith, Co-Project Director
- Bianca Montrosse-Moorhead, External Evaluator

In addition, the following staff attended by telephone:

- Janice Brown, Research Coordinator
- Vivian Correa, IRIS Leadership team member
- Michael Nee, Project Coordinator
- John Harwood, Webmaster
- Ilene Schwartz, IRIS Leadership team member
- Kim Skow, Program Coordinator

The review panel included five external reviewers. The following is a list of the external reviewers and their respective affiliations:

- Linda Blanton, Florida International University
- Bill Brown, University of South Carolina
- Deana M. Buck, Virginia Commonwealth University
- Lisa Dieker, Department of Child, Family, and Community Sciences
- Donna Sobel, University of Colorado-Denver

Additionally, Larry Wexler (OSEP Research to Practice Division Director), Sarah Allen (OSEP Project Officer for the IRIS Center), Tracie Dickson (OSEP Project Officer for the IRIS Center), Christy Kavulic (OSEP Early Childhood Team Leader), Marlene Simon-Burroughs (OSEP Secondary/Transition/Postsecondary Team Leader), and Dawn Ellis (OSEP Early Childhood team member) were in attendance at the 3+2 evaluation meeting. Reviewers' contact information is provided in Attachment A.

Role of AIR in the 3+2 Review Process

AIR facilitated the 3+2 review meeting as part of its ongoing technical support contract with OSEP (Contract No. ED-OSE-09-O-0058). AIR's role in this process was to organize and conduct the meeting and then to prepare a final report of the proceedings. After completing a draft report, AIR solicited comments and suggestions from OSEP before submitting the final report for use, as appropriate, by OSEP.

Meeting Agenda

The agenda for conducting the 3+2 review session for the IRIS Center consisted of three main activities:

1. A presentation by the project directors regarding the project's goals, activities, accomplishments, and challenges faced
2. Questions from the review panel to the project directors and staff
3. Discussion among reviewers (following the departure of the project staff) regarding the project's effectiveness to date and recommendations for improvement in the future

A copy of the agenda is included in Attachment B.

Sources of Evaluation Data

This report of the 3+2 evaluation for the IRIS Center draws its information from three principal sources:

- *A "briefing book" submitted by project directors and project staff.* In preparation for the 3+2 review session, the directors and staff prepared a set of materials for distribution to the review team. This set of materials, referred to as the project's "Briefing Book" (The IRIS Center, September 2014), was intended to familiarize reviewers with the project's goals, organizational structure, activities, accomplishments to date, and other relevant information. Also, the project directors and staff were invited to submit any additional materials (such as sample products and publications) of their own choosing that would provide additional information to reviewers.
- *The record of the meeting's proceedings,* including remarks by project directors, project staff, questions from reviewers to project director and staff, and discussion among reviewers: During the course of the review, AIR staff kept written records of the proceedings. These records were reviewed to prepare the final report. A summary of salient comments made by the project directors, project staff, and reviewers is included in the report itself and the accompanying attachments.
- *Evaluation forms completed by reviewers.* Each 3+2 reviewer received the evaluation form prior to the session and was asked to submit a draft evaluation of the project based on the content of the briefing materials. Analyses of these draft evaluation scores were not included in this report. Following the session, reviewers sent completed evaluation forms to AIR. These completed, post-meeting forms were analyzed and used to prepare this report. AIR research analysts (1) compiled average numerical rankings (on 4-point

Likert scales) for evaluation questions and (2) incorporated written comments into the final report. Reviewers' written comments were particularly useful in identifying common themes and establishing recommendations for improvement of the project. A copy of the evaluation form distributed to reviewers appears as Attachment C. Their written comments contained on the evaluation form are transcribed in Attachment D.

In addition, reviewers were encouraged to consider public information on the project's website that was relevant to the evaluation questions.

Descriptive Findings

This section provides a descriptive summary of the IRIS Center's accomplishments, challenges, and future plans using highlights from the project staff's presentation.

Accomplishments

The IRIS Center has made progress both toward its mission and in achieving each of its cooperative agreement's designated activities.

Project Infrastructure

As the new IRIS Center is built on a foundation of two previous OSEP-funded centers, a portion of Year 1 was spent reconfiguring the IRIS Leadership Team, Task Force, personnel, and consultant structure. The Center transitioned from an exclusive focus on K–12 education to include Early Intervention and Early Childhood (EI/EC) in the current Center's activities. During Year 1, the Center received a list of negotiation items required by OSEP, all of which have been completed and approved by the project officers. The items included the development of:

- A conceptual framework
- Vision and mission statements
- A revised logic model
- Detailed work plans for Year 1
- A revised evaluation plan

Additionally, the Center finalized the Leadership Team as well as the EI/EC Task Force. Finally, a steering committee for the Center was approved and had its first meeting in December 2013.

Knowledge Development

The Center has completed a national needs assessment to inform its product development process. From the data collected, five topics were identified for EI/EC modules and are currently in development. These topics are:

- Identifying and selecting evidence-based practices (EBPs) (Birth–21)
- Evaluating EBPs (Birth–21)
- Designing and teaching behavioral expectations in early childhood environments (EI/EC)
- Setting up natural environments (EI/EC)
- Autism spectrum disorders (OSEP requested)

The assessment data also informed the types of technical assistance (TA) and training services that consumers most wanted, as well as the types of training resources to be used at those events.

Dissemination

The Center's website is critical for universal dissemination of resources. An extensive redesign of the website was performed to allow implementation of a content management system (CMS), easier navigation, responsive design to allow access from different types of devices, and the transfer of more than 5,000 existing pages from the old to the new project site.

Technical Assistance and Training Events

The IRIS Center offers a wide range of tiered services designed to assist faculty and PD providers to integrate information about effective EBPs into coursework and training activities. The various services the Center offers include the following:

- Faculty seminars, which are designed to assist faculty to revise syllabi used in initial licensure programs and embed those into their universities' course management systems
- PD seminars, which offer TA and training to PD providers who deliver training to practicing educators.
- Work sessions, which assist personnel preparation faculty engaged in revising their entire curriculum or developing new programs that meet certification requirements
- Impact initiatives, which are designed to support doctoral students, faculty, or other education professionals who wish to conduct research about the effectiveness of IRIS resources in teacher education or PD and their impact on college students' or practicing teachers' knowledge and use of EBPs
- PD certificates, which serve to verify that IRIS constituents have completed a module

Collaboration

The IRIS Center supports its product development, TA and training services, and dissemination efforts through a collaborative process. The Center has made progress toward this objective through coordinating with TA partners to ensure that products and services align with developments in the field. More specifically, the Center has coordinated with other OSEP-funded EI/EC projects (including the Center for IDEA Early Childhood Data Systems [DaSy], the Early Childhood Technical Assistance Center [ECTA], and the Early Childhood Personnel Center [ECPC]). Additional organization partnerships specific to the IRIS Center's other objectives include the National Center on Intensive Intervention (NCII) and the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center, in resource development; National Association of State Directors of Special Education (NASDSE) and Technology, Entertainment, and Design (TED) in dissemination; the Center for Applied Special Technology (CAST) in website accessibility; and California State Department of Education in TA and Training, among others.

Challenges

The project staff identified several challenges they seek to overcome in the coming months and years. Staff identified technology and data collection as the chief challenges for the Center. As the IRIS Center relies on its website for the universal dissemination of its resources,

technological barriers have proved to be the most critical. More specifically, with the creation of a new website, the Center has had to resolve multiple data collection issues with the Center's website and use of resources. These technological issues include choosing what service provider to use for website visit analytics (Google Analytics vs. "Summary" [which is no longer in existence]). The Center has also had to address discrepancies between the data received from the two providers, which has since been resolved.

Another challenge identified by Center staff was related to finding a systematic method for determining whether an activity has been sufficiently completed. In the Center's original proposal, IRIS had planned to keep track of these by "waves." In retrospect, it has been identified that a wave had not been clearly defined, and the IRIS Center is now working to identify a clear method for addressing and resolving this issue.

Additionally, Center staff reported that both under-anticipated and unanticipated costs in completing some planned project activities proved to be a challenge. For instance, the IRIS Center has received more applicants than was originally expected in development of protocols for the impact studies initiative; hence, it has had to pay for more reviewers. Center staff also reported that they underestimated the cost of work sessions. Center staff indicated that this challenge is part of a larger issue, as it is difficult, if not impossible, to estimate how much coaching it takes to successfully prepare personnel.

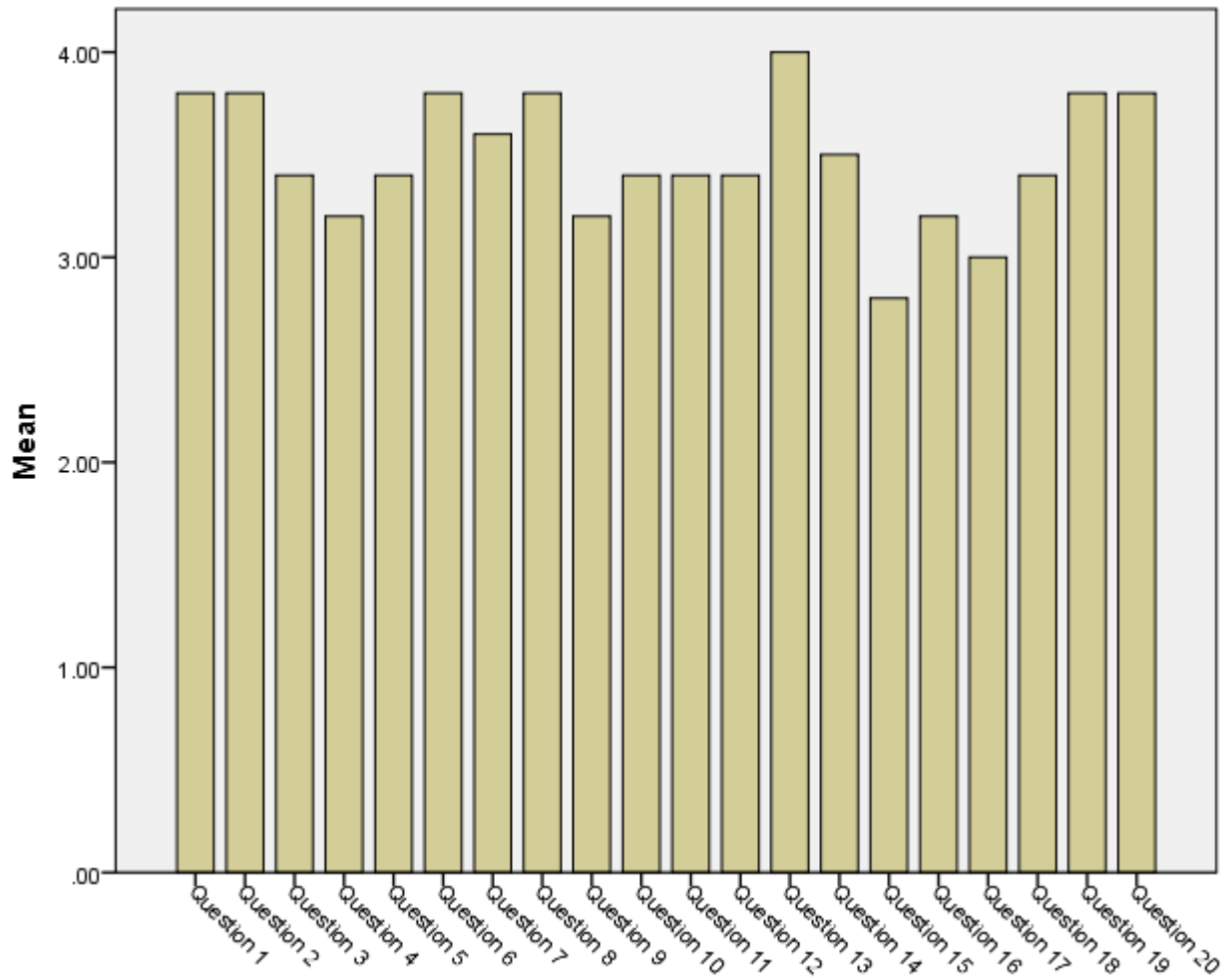
Future Plans

The IRIS Center has outlined future activities and anticipated outcomes. In Years 3 through 5, the Center plans to develop additional modules on various topics including EI/EC, intensive interventions, transition, secondary education, within an increased focus on children of all ages. The Center is also planning to create sample curriculum matrices that include undergraduate and graduate blended general education and special education programs that vary by grades K–6 and 7–12. Additional activities include the development of instruments for external evaluation, data collection (surveys and focus groups), and a summary of impact studies. Finally, the Center's intensive TA work is currently in the beginning stages. Future work will focus on expanding its targeted and intensive services.

Analytic Findings

This section presents analytic findings from the review of the IRIS Center. An average score for each evaluation question is presented in the Summary and Analysis of Evaluation Forms section and is depicted graphically in Exhibit 1. The issues, concerns, and comments that reviewers provided on the completed evaluation form are summarized for each question within the analysis.

Exhibit 1. Mean Rating by Question



Summary and Analysis of Evaluation Forms

After the 3+2 review meeting for the IRIS Center, the five reviewers were asked to complete a 24-question evaluation form, which is contained in Attachment C. Of the 24 questions, 20 asked the reviewers to evaluate different aspects of the IRIS Center’s performance on a 4-point Likert scale (with 1 being the lowest rating and 4 being the highest rating). To help project staff in identifying areas to be improved, reviewers were asked to provide written justification for their ratings, including the source(s) of information. The evaluation form also included two open-ended questions on project strengths and conditions for funding: one “yes or no” question on the project’s future activities and funding, and one open-ended question about additional comments and suggestions that reviewers might have to offer for OSEP’s and the project’s consideration. All five reviewers completed a final evaluation form. Unless otherwise noted, all reviewers provided responses to each question.

The project received an overall average score of 3.49 for the 20 questions receiving numeric ratings. The average score for each question ranged from 2.80 to 4. Average scores were based only on numeric ratings received from reviewers, and responses of “not applicable” were not included. The average score range is presented in Exhibit 2 and a complete list of written comments provided by the reviewers for each question is provided in Attachment D.

Exhibit 2. Descriptive Statistics

Descriptive Statistics					
	N	Range	Minimum	Maximum	Mean
Question 1	5	1.00	3.00	4.00	3.8000
Question 2	5	1.00	3.00	4.00	3.8000
Question 3	5	1.00	3.00	4.00	3.4000
Question 4	5	1.00	3.00	4.00	3.2000
Question 5	5	1.00	3.00	4.00	3.4000
Question 6	5	1.00	3.00	4.00	3.8000
Question 7	5	1.00	3.00	4.00	3.6000
Question 8	5	1.00	3.00	4.00	3.8000
Question 9	5	1.00	3.00	4.00	3.2000
Question 10	5	1.00	3.00	4.00	3.4000
Question 11	5	1.00	3.00	4.00	3.4000
Question 12	5	1.00	3.00	4.00	3.4000
Question 13	5	.00	4.00	4.00	4.0000
Question 14	2	1.00	3.00	4.00	3.5000
Question 15	5	1.00	2.00	3.00	2.8000
Question 16	5	1.00	3.00	4.00	3.2000
Question 17	5	2.00	2.00	4.00	3.0000
Question 18	5	2.00	2.00	4.00	3.4000
Question 19	5	1.00	3.00	4.00	3.8000
Question 20	5	1.00	3.00	4.00	3.8000
Valid N (listwise)	2				

Project Planning and Management

Question 1: Current goals and objectives of the project are consistent with those stated in the cooperative agreement (or the grant priority). If not, an appropriate rationale is provided.

Average Score: 3.80

Analysis: Reviewers gave one rating of 3 and four ratings of 4 for this item. The comments were generally positive. Four reviewers noted that the Center's current goals and objectives are consistent and agreed that the Center provided clear outcomes related to objectives. Two reviewers noted that several of the objectives were not included in the original proposal. Another reviewer also mentioned their lack of clarity regarding "the effectiveness or impact of the tools being measured."

Question 2: Project's current working logic model establishes a sound theory of action. It aligns with stated goals and objectives and demonstrates how the project's activities and outputs will lead to the desired outcomes.

Average Score: 3.80

Analysis: Reviewers gave one rating of 3 and four ratings of 4 for this item. All five reviewers agreed that the Center has a sound theory of action and clear alignments. Although the Center has "strong analytics," one reviewer noted the lack of the Center's ability to show direct impact of their outcomes on practice.

Question 3: Project has considered advice from target audiences or customers to plan or improve its activities.

Average Score: 3.40

Analysis: Reviewers gave three ratings of 3 and two ratings of 4 for this item. Reviewers generally agreed that the IRIS Center seems to gather useful data from multiple sources and has reacted positively to the formative feedback it has received. One reviewer noted that the method used to conduct a needs assessment (online survey) might have had a few respondents who were diverse. The same reviewer suggested that the Center should also take states' needs into consideration in preparing the workforce. Two reviewers suggest that IRIS collaborate and harness the power of already established organizations while noting also that it important that IRIS ensure that there is reliable and ongoing access to website resources.

Question 4: Project continues to employ staff with the requisite skills and with adequate FTE to accomplish its goals and objectives.

Average Score: 3.20

Analysis: Reviewers gave four ratings of 3 and one rating of 4 for this item. Reviewers agreed that the project employs staff with the requisite skills needed to accomplish its goals and objectives. All reviewers agreed that the staff is a “very experienced, skilled team” with “outstanding qualifications” and with “great credibility in the field.” One reviewer suggested that the team could be strengthened by including more staff with expertise in early childhood education. Another reviewer suggested the need for additional staff who were experienced in transition services.

Activities

Question 5: Project has appropriately engaged target audiences or customers, as needed, to achieve the work of the project (e.g., recruited sites, enrolled individuals, created infrastructure to support communication and any systems interventions).

Average Score: 3.40

Analysis: Reviewers gave three ratings of 3 and two ratings of 4 for this item. Reviewers generally agreed that the IRIS Center has engaged stakeholders through various methods and across its project goals. The reviewers commended the team for doing an “excellent job.” One reviewer suggested an increase in overall collaboration among users (e.g., blogs and chats) might be helpful to the Center to increase the impact of their work. Additionally, one reviewer noted it would have been helpful for the briefing book and presentation to have provided additional details regarding the procedures used to engage PD providers at the state level.

Question 6: Project has generated key outputs¹ (as indicated in the logic model) that would be expected by this stage of the project.

Average Score: 3.80

Analysis: Reviewers gave one rating of 3 and four ratings of 4 for this item. Reviewers noted that much of the Center’s focus until now has been to update the website. Reviewers generally agreed that, given the tracking information presented, this effort has been successful. Reviewers also stated that much of the Center’s outputs are currently in development or will be forthcoming over the remaining years of the project.

Question 7: Project has met important implementation milestones as described in its work plan.

Average Score: 3.60

Analysis: Reviewers gave two ratings of 3 and three ratings of 4 for this item. Reviewers agreed that the Center has reached the milestones that were set forth at the beginning of the project. One reviewer noted that it would be advantageous to have a purposeful plan to address the added topic of autism. Additionally, another reviewer noted that the Center has not completed the targeted number of TA trainings.

Evaluation Plan

¹ “Outputs” are the direct results of the project activities, including project products and programs.

Question 8: Project is implementing a sound formative evaluation that provides ongoing information for project improvement.

Average Score: 3.80

Analysis: Reviewers gave one rating of 3 and four ratings of 4 for this item. The reviewers agreed that the evaluation plan seems to be sound and helps “promote progress toward accomplishment of the project goal and objectives.” One reviewer noted that the Center should ensure that the evaluation includes a diverse representation of population.

Question 9: Project is beginning to implement (e.g., collecting baseline data, selecting suitable outcome measures) a rigorous summative evaluation that will provide information on its impact.

Average Score: 3.20

Analysis: Reviewers gave four ratings of 3 and one ratings of 4 for this item. Reviewers agreed that the evaluation approach seems reasonable, but also noted that it is too early to determine the impact of the data collection. One reviewer noted that the Center “needs to keep aiming for the distal outcomes noted in the logic model.”

Evidence of Effectiveness

Question 10: Evidence to date indicates that products and services generated by the project are of high quality.

Average Score: 3.40

Analysis: Reviewers gave three ratings of 3 and two ratings of 4 for this item. Reviewers agreed that the Center is doing high-quality work as demonstrated in their products, and one reviewer noted that the rate of return visitors to the website (58 percent) as a “good testament of the perceived value of the user.” Another reviewer noted that it would have been beneficial to know the details about the consumer reviews of Center products.

Question 11: Evidence indicates that the project is reaching its intended target audiences or customers.

Average Score: 3.40

Analysis: Reviewers gave three ratings of 3 and two ratings of 4 for this item. Reviewers agreed that the data indicate that the IRIS Center is reaching its target audience. However, three reviewers reported that they would like to see additional details from the data. Moreover, two reviewers noted that, in the remaining project years and as the Center continues to expand, it is important to understand how new audiences will be reached.

Question 12: Evidence indicates that the project’s target audiences or customers find the project’s activities relevant and useful.

Average Score: 3.40

Analysis: Reviewers gave three ratings of 3 and two ratings of 4 for this item. Reviewers agreed that the data indicate that the Center’s audience finds its work to be relevant and useful. One reviewer suggested that the Center should keep in mind that usefulness “has to go beyond access to actual use in practice.”

Question 13: Project has achieved direct (or short-term) outcomes² (as indicated in the logic model) that would be expected by this stage of the project.

Average Score: 4.00

Analysis: All reviewers gave a rating of 4 for this item. Reviewers agreed that the much of the earlier focus of the Center has been dedicated to the website, which has been successful. Besides that, reviewers generally agreed that no short-term outcomes are expected from the Center until Year 3.

Question 14: Project has achieved intermediate outcomes³ (as indicated in the logic model) that would be expected by this stage of the project. (If expectations for achievement of intermediate outcomes are premature, circle NA.)

Average Score: 3.50

Analysis: One reviewer provided a rating of 3 and another provided a rating of 4 for this item. The other three reviewers did not provide numerical ratings. The reviewer that provided the 3 rating referenced the logic model and the PD work the IRIS center has conducted thus far. The same reviewer suggested that the project consider including a “strong focus on moving toward change that goes beyond additive models”, referencing the addition of EBPs to syllabi. Three other reviewers provided comments without ratings, all agreeing that due to the Center’s timeline, no intermediate outcomes are expected at this stage of the project.

Question 15: Evidence indicates that the project demonstrates national leadership by serving as both (a) an important resource for relevant stakeholders and (b) an effective collaborator with other organizations and projects.

Average Score: 2.80

Analysis: Reviewers gave one rating of 2 and four ratings of 3 for this item. Reviewers generally agreed that the Center should look for various strategic ways to build and maintain collaborations across the national organizations and with States. Two reviewers referenced the results from the Spring 2014 survey that indicated usage of IRIS products and services by institutions of higher education (IHEs), and described the results as “impressive.”

² “Direct outcomes” are what audiences or customers do or become as a result of outputs. Usually, direct outcomes are changes in the customers’ actions or behaviors based on knowledge or skills acquired through project outputs.

³ “Intermediate outcomes” result either directly from outputs or indirectly through direct outcomes. Often, intermediate outcomes are changes in the knowledge, skills, or behavior of the persons or changes in the systems that are touched by the project’s direct audiences or customers. They generally come later in time than direct outcomes and represent a step between direct outcomes and long-term outcomes.

Question 16: Project is having a significant influence on the target audience through the dissemination of knowledge and best practices.

Average Score: 3.20

Analysis: Reviewers gave four ratings of 3 and one rating of 4 for this item. Reviewers agreed that the IRIS Center has a significant influence but expressed that they could not clearly say exactly how significant. Reviewers also pointed to the array of content on the Center’s website and the data provided regarding its wide use to show the project’s significance.

Customized Items Added by OSEP Project Officer

Question 17: Evidence to date indicates that the project has effectively collaborated with other OSEP-funded early childhood centers to deliver technical assistance and develop products and resources.

Average Score: 3.00

Analysis: Reviewers gave two ratings of 2, one rating of 3, and two ratings of 4 for this item. The reviewers that provided ratings of 2 noted that many of the collaborations are planned and have not yet been established. The reviewers that provided ratings of 4 noted collaborations with OSEP grantees, such as ETAC, ECPC, and DaSy and that IRIS has “clearly exceeded this goal in the material provided (in the briefing book).”

Question 18: Evidence to date indicates that the project has effectively collaborated with centers and organizations in the broader early childhood field to deliver technical assistance and develop products and resources.

Average Score: 3.40

Analysis: Reviewers gave one rating of 2, one rating of 3, and three ratings of 4 for this item. The reviewers that provided the ratings of 2 and 3 noted that the collaboration efforts are now underway and noted, “maximizing those collaborative efforts is crucial.” The reviewers that provided ratings of 4 also reiterated that “much seems to be planned.” One reviewer encouraged more detail be provided about how collaborations have “changed the access and impact of use” from the Center’s product and services.

Looking Ahead to Years 4 and 5

Question 19: Project has provided a clear description of organizational or situational barriers that may have prevented it from completing its planned activities and has articulated realistic strategies for overcoming these barriers. (If no barriers were encountered, circle NA.)

Average Score: 3.8

Analysis: Reviewers gave one rating of 3 and four ratings of 4 for this item. Reviewers agreed that the Center has clearly summarized and articulated the challenges they have faced, especially in creating the new website. Reviewers noted their confidence in the Center staff's "abilities to address/overcome barriers" and that they should be "commended for their diligence to this crucial work."

Question 20: Assuming the project makes changes recommended as a result of the 3+2 process, with two additional years of funding the project is likely to achieve its remaining direct (or short-term) and intermediate outcomes and thereby make progress towards achieving its long-term outcomes. (If uncertain, circle Don't Know.)

Average Score: 3.80

Analysis: Reviewers gave one rating of 3 and four ratings of 4 for this item. Reviewers agreed that the Center has completed the "vital infrastructural work" to be able to succeed and accomplish their short-term, intermediate, and long-term goals and outcomes. One reviewer noted a potential challenge in coming years for the Center might be "to ensure the most critical short-term goals are reached that lead to distal outcomes including commercialization or sustainability of the project."

Concluding Questions

Question 21: Note any particular strengths not previously described that might affect OSEP's decision to continue funding.

Analysis: Three reviewers highlighted the IRIS Center's expertise and strong personnel, specifically their efforts to include experts from EI/EC community. Additionally, one reviewer recognized the strengths in development of the newly updated website, praising the Center for undertaking this "monumental task" that is "absolutely essential."

Question 22: Does this project merit receipt of continued funding for Years 4 and 5, assuming the project makes changes recommended as a result of the 3+2 process? (Circle Yes or No)

Scores: Number of "Yes" Responses: 5
 Number of "No" Responses: 0

Analysis: All reviewers agreed that the IRIS Center merits receipt of continued funding. One reviewer highlighted the IRIS Center’s “long-standing history” and “advances it has demonstrated over the years as a trusted resource.”

Question 23: If funding is to be continued, what conditions, if any, should be placed on receipt of that funding?

Analysis: Reviewers praised the “very good work” of the IRIS Center. One reviewer noted any conditions should generally be related to the completion of work planned. Another highlighted the need for expanded collaborations with other OSEP-funded early childhood projects. A different reviewer also noted the need for a plan of what exactly will be created for the transition services for youth aged 18–21 years.

Conclusions and Recommendations

The 3+2 reviewers of the IRIS Center offered both suggestions regarding the Center’s progress to date and recommendations for its improvement in the future. Reviewers were particularly impressed with the expertise of the IRIS Center’s staff and researchers. Additionally, reviewers were positive about the extent to which the project has considered feedback from its target audience to plan and improve its activities. Finally, reviewers agreed that the IRIS Center’s products and services are of high quality, relevance, and use to its target audience. Furthermore, reviewers provided five overall recommendations for the project to consider during the remaining years, which are summarized next.

Recommendation One: Collaboration

Reviewers suggested that the IRIS Center consider more strategic collaborations with other OSEP-funded centers and other possible partners. More specifically, reviewers recommended that the Center should consider maximizing collaborative partnering relationships with other centers (e.g., CEEDAR, ParaEducation centers, and National Center for Deaf Blind), other professional organizations (e.g., parents groups, advocacy groups, and transition-planning groups) and state-level IHE consortiums. Reviewers noted that there are existing connections between IRIS and other appropriate organizations and suggested that Center staff consider developing purposeful strategies to leverage their partnerships and thereby further extend the reach of the Center.

Recommendation Two: Integration

Reviewers recommended that the Center should consider connecting the rich information on the IRIS website to other high-quality general education and teacher education resources, including both nonprofit and, when possible, for-profit resources, in order to help further support the sustainability of its activities. They expressed that is also important to ensure that the Center website is “nimble, flexible, and robust” and includes changing technology and other emerging online tools and resources that impact classroom teacher practices.

Recommendation Three: Staffing

Reviewers suggested that the IRIS Center should consider reallocating staff resources to meet important areas of national need in early childhood programs (children aged 0–5) and transitional services (youth aged 18–21). Reviewers also suggested that the Center should include a concern for pre-academic skills as part of its focus on early childhood programs.

Recommendation Four: Dissemination

Reviewers recommended that the Center should consider disseminating contact information and information about IRIS Center resources to early childhood groups, such as the Division of Early Childhood, National Association for the Education of Young Children, and the Southern Early Childhood Association. Reviewers suggested that contacting and reaching out to other professional organizations would help these partners expand their reach. Reviewers also suggested the Center consider creating brief electronic summaries of available products on

particular topics. These summaries, which would be analogous to a brochure, could be disseminated as part of a coordinated communication strategy to increase the outreach of the Center across the country.

Recommendation Five: Logic Model

Reviewers recommended that the IRIS Center should consider expanding its logic model to include outcomes related to the results of the impact studies that are currently underway. They also suggested that the Center further refine the long-term outcomes listed in its logic model.

Attachment A. Contact Information for Reviewers 3+2 Meeting—IRIS Center

September 15, 2014

External

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Attachment B. IRIS Center Meeting Agenda

IRIS Center 3+2 Review Meeting

September 15, 2014

Agenda

- 1:00–1:15 p.m.** **Introductory Comments**
- Marlene Simon-Burroughs and Christy Kavulic, OSEP Team Leaders
 - Sarah Allen and Tracie Dickson, OSEP Project Officers
 - Larry Wexler, OSEP Research to Practice Division Director
 - Maurice McInerney, AIR Meeting Facilitator
- 1:15 a.m.–2:00 p.m.** **Presentation by Project Staff**
- Introductions by project staff
 - Naomi Tyler, Co-Project Director
 - Deborah Deutsch Smith, Co-Project Director
 - Bianca Montrosse-Moorhead, External Evaluator
 - Key outputs generated
 - Outcomes achieved to date
 - Remaining activities and outcomes
 - Barriers to completing planned activities and achieving outcomes, and strategies for overcoming those barriers
- 2:00–3:00 p.m.** **Questions From Review Panel to Project Staff**
- 3:00 p.m.** **Project Staff Leave**
- 3:00–4:00 p.m.** **Reviewers Discuss the Project With OSEP Staff and Provide Recommendations**
- 4:00 p.m.** **Adjourn**

Attachment C. 3+2 Program Evaluation Form

3+2 Evaluation Form

For Technical Assistance and Dissemination, Parent Training and Information,
Personnel Preparation, and Technology and Media Projects

Name of Center/Program Being Evaluated: _____

Date of Evaluation Meeting: _____

Name of Reviewer: _____

Directions: In sections 1 through 6 below, please indicate a rating that corresponds with the grantee’s performance on each indicator, with a score of 1 corresponding to the *lowest* rating and 4 the *highest* rating. For each item, please provide written justification for your rating, including the source of information (e.g., document and page number), to assist in identifying areas for project improvement and in determining whether the project merits continued funding. In making your ratings, keep in mind the type of center (e.g., technical assistance, research, professional development) and the number of times the center has been funded. Use your professional judgment about expectations for performance, considering the length of time since the project was funded. In section 7, please respond to the concluding questions about the project’s strengths, your suggestions for project improvement, and your recommendations regarding continued funding.

<i>Section 1: Project Planning and Management</i>	Circle One lowest→highest
<p>1) Current goals and objectives of the project are consistent with those stated in the cooperative agreement (or the grant priority). If not, an appropriate rationale is provided.</p> <p>Justification:</p>	1 2 3 4
<p>2) Project’s current working logic model establishes a sound theory of action. It aligns with stated goals and objectives and demonstrates how the project’s activities and outputs will lead to the desired outcomes.</p> <p>Justification:</p>	1 2 3 4

<p>3) Project has considered advice from target audiences or customers to plan or improve its activities. Justification:</p>	<p>1 2 3 4</p>
<p>4) Project continues to employ staff with the requisite skills and with adequate FTE to accomplish its goals and objectives. Justification:</p>	<p>1 2 3 4</p>

<i>Section 2: Activities</i>	Circle One lowest→highest
<p>5) Project has appropriately engaged target audiences or customers, as needed, to achieve the work of the project (e.g., recruited sites, enrolled individuals, created infrastructure to support communication and any systems interventions). Justification:</p>	<p>1 2 3 4</p>
<p>6) Project has generated key outputs⁴ (as indicated in the logic model) that would be expected by this stage of the project. Justification:</p>	<p>1 2 3 4</p>

⁴ *Outputs* are the direct results of the project activities, including project products and programs.

<p>7) Project has met important implementation milestones as described in its work plan. Justification:</p>	1 2 3 4
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<i>Section 3: Evaluation Plan</i>	Circle One lowest→highest
<p>8) Project is implementing a sound formative evaluation that provides ongoing information for project improvement. Justification:</p>	1 2 3 4
<p>9) Project is beginning to implement (e.g., collecting baseline data, selecting suitable outcome measures) a rigorous summative evaluation that will provide information on its impact. Justification:</p>	1 2 3 4

<i>Section 4: Evidence of Effectiveness</i>	Circle One lowest→highest
<p>10) Evidence to date indicates that products and services generated by the project are of high quality. Justification:</p>	1 2 3 4

<p>11) Evidence indicates that the project is reaching its intended target audiences or customers.</p> <p>Justification:</p>	1 2 3 4
<p>12) Evidence indicates that the project’s target audiences or customers find the project’s activities relevant <u>and</u> useful.</p> <p>Justification:</p>	1 2 3 4
<p>13) Project has achieved direct (or short-term) outcomes⁵ (as indicated in the logic model) that would be expected by this stage of the project.</p> <p>Justification:</p>	1 2 3 4
<p>14) Project has achieved intermediate outcomes⁶ (as indicated in the logic model) that would be expected by this stage of the project. (If expectations for achievement of intermediate outcomes are premature, circle NA.)</p> <p>Justification:</p>	1 2 3 4 NA

⁵ *Direct outcomes* are what audiences or customers do or become as a result of outputs. Usually, direct outcomes are changes in the customers’ actions or behaviors based on knowledge or skills acquired through project outputs.

⁶ *Intermediate outcomes* result either directly from outputs or indirectly through direct outcomes. Often, intermediate outcomes are changes in the knowledge, skills, or behavior of the persons or changes in the systems that are touched by the project’s direct audiences or customers. They generally come later in time than direct outcomes and represent a step between direct outcomes and long-term outcomes.

<p>15) Evidence indicates that the project demonstrates national leadership by serving as <u>both</u> (a) an important resource for relevant stakeholders and (b) an effective collaborator with other organizations and projects.</p> <p>Justification:</p>	<p>1 2 3 4</p>
<p>16) Project is having a significant influence on the target audience through the dissemination of knowledge and best practices.</p> <p>Justification:</p>	<p>1 2 3 4</p>
<p><i>Section 5: Customized Item(s) Added by the OSEP Project Officer (e.g., concerning issues related to staff understanding of the field, center scope or concept, significant divergence from the center purpose, budgeting)</i></p>	
<p style="text-align: right;">Circle One lowest→highest</p>	
<p>17) Evidence to date indicates that the project has effectively collaborated with other OSEP-funded early childhood centers to deliver technical assistance and develop products and resources.</p> <p>Justification:</p>	<p>1 2 3 4</p>
<p>18) Evidence to date indicates that the project has effectively collaborated with centers and organizations in the broader early childhood field to deliver technical assistance and develop products and resources.</p> <p>Justification:</p>	

Section 6: Looking Ahead to Years 4 and 5	Circle One lowest→highest
<p>19) Project has provided a clear description of organizational or situational barriers that may have prevented it from completing its planned activities and has articulated realistic strategies for overcoming these barriers. (If no barriers were encountered, circle NA.)</p> <p>Justification:</p>	1 2 3 4 NA
<p>20) Assuming the project makes changes recommended as a result of the 3+2 process, with two additional years of funding the project is likely to achieve its remaining direct (or short-term) and intermediate outcomes and thereby make progress towards achieving its long-term outcomes. (If uncertain, circle DK.)</p> <p>Justification:</p>	1 2 3 4 DK

Section 7: Concluding Questions	
<p>21) Note any particular strengths not previously described that might affect OSEP's decision to continue funding.</p>	
<p>22) Does this project merit receipt of continued funding for Years 4 and 5, assuming the project makes changes recommended as a result of the 3+2 process? (Circle Yes or No)</p> <p>Justification:</p>	Yes No

23) If funding is to be continued, what conditions, if any, should be placed on receipt of that funding?

24) Whether or not you recommend continued funding, indicate at least three recommendations you would offer for OSEP's and the project's consideration regarding Years 4 and 5.

a) _____

b) _____

c) _____

Attachment D. Written Comments by Reviewers on Evaluation Form

The following is a transcription of all written comments to each question on the evaluation form, as provided by reviewers. A line of asterisks separates comments provided by each individual reviewer. Each reviewer's comments are presented verbatim from the evaluation form with the exception of corrections to spelling and punctuation.

Project Planning and Management

Question 1: Current goals and objectives of the project are consistent with those stated in the cooperative agreement (or the grant priority). If not, an appropriate rationale is provided.

Pages 2–3, summary on pgs. 3–7 (table) and appendix of the Briefing Book; consistent; project includes some objectives that are not part of the cooperative agreement.

In the briefing book (page 3), there is a summary of current goals and objectives. Table 1 summarizes the progress to date in meeting the original proposal objectives. Accomplishments were reported for all 7 objectives from the original proposal submitted by IRIS. It appears that several of them were not included as objectives in the Cooperative Agreement. In the appendices, the logic model summary reflects all of the goals and objectives of the Cooperative Agreement.

Overall the Center team has presented shown evidence that clear goals and objectives were established and clear outcomes related to objectives were provided both in the outstanding written documentation and presentation. The revised logic model reflects what it appears they have been asked to accomplish. I think the goals are met, but I am not completely clear about how the effectiveness or impact of the tools is being measured. The use of the material may or may not transfer to actual classroom practice, which appears to be one of the goals of the center in the next year. How they are attempting to measure this goal is through small RFAs. I would suggest that the Center faculty consider some type of microcredentials (see Digital Promise) or another way they could create to think about how to have teachers show their use of the skills beyond just reviewing the materials from the Center. Could teachers provide artifacts of their use, or even better yet examples of student learning based upon their use of the IRIS materials? A challenge everyone is trying to figure out including IHE faculty that I think is at the forefront of the Center team. I also know in the presentation the team mentioned stepping up their materials in the areas of Transition and Autism. I noticed on the site there are materials in these areas, but I wonder about creating an actual button to take people to these targeted areas. This same type of button (or maybe a practice alert or “easy” button could be added for new materials or content). I also think the need to explain the new definition in autism and to share practices is

critical, especially at the early intervention and elementary level over the next two years with that population growing and with the changes in the DSM-5.

Project personnel provided a clear articulation of the current goals and objectives on page 3 with an accompanying table on pp 3–5 that illustrates alignment with the original proposal objectives, the cooperative agreement objectives and a bulleted listing of progress towards meeting the objectives. Project personnel have accomplished much in building-off of the two previously funded projects and laying the groundwork for next steps.

The project personnel delineated the IRIS Center proposed goal on page 3 of their briefing book along with the subsequently defined goal through their cooperative agreement with OSEP. The cooperative agreement goals states “1) help address State-identified needs for highly qualified personnel in special education, related services, early intervention, and regular education to work with children, including infants and toddlers; and ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined, through evidence-based research and experience, to be successful in serving those children (Cooperative Agreement, p. 1;” IRIS Briefing Book p. 3). The projects objectives align with the refined cooperative agreement goal (pp. 3–6).

Question 2: Project’s current working logic model establishes a sound theory of action. It aligns with stated goals and objectives and demonstrates how the project’s activities and outputs will lead to the desired outcomes.

Pgs 5–7 and appendix of the Briefing Book—Figure 2 and Table 2 particularly helpful. The theory of action seems sound. The alignments are clear. PPT presentation helpful.

The IRIS Logic Model (p. 6) in briefing book and the full logic model in the appendix articulates a sound theory of action. In terms of collaborators, there is a need to increase stakeholder participation from OSEP-funded projects and representatives from Part B (including Section 619) and Part C systems.

Strong comprehensive logic model. The activities and outputs seem clear and the project appears to be aligned. The challenge IRIS staff has, as does any online project, is the quality of the use and the impact of their materials. They have strong analytics and information related to each of their outcomes, but their ability to show direct impact of their outcomes on practice is a challenge that they are planning to address in the last two years. A sound plan of action is in place to begin to gather this level of data, but this is a target area I strongly support their continuing to pursue.

The IRIS Logic Model and Theory of Action is included on pp. 5–7. Personnel have provided a clear and useful discussion of the inputs, strategies, outputs, and outcomes. That briefing book as well as the webinar presentation provided a thorough discussion of specific strategies along with the proximal, intermediate and distal outcomes aids in transparency.

The Project Goals/Objectives delineated in Figure 2 on page 6 of the IRIS Briefing Book and Appendix page 17 are different than those delineated in Table 1 IRIS Objectives and Progress to Date (pp. 3–5). The objectives are similar and do relate to development of products to promote knowledge dissemination and technical assistance and professional development (PD), however. I assume the differences were due to the negotiated cooperative agreement. Given that the logic model was revised through negotiation with OSEP and approved, I assume those objectives are the operative ones. The logic model shows clear linkages among Strategies, Proximal Outcomes, and Intermediate Outcomes. Not clear to this reviewer how the Distal Outcomes would be measured (I believe the IRIS personnel acknowledged that). The proposed mechanism for change in Table 2. IRIS Theory of Action is reasonable and sound.

Question 3: Project has considered advice from target audiences or customers to plan or improve its activities.

Sections of Section 3 in Briefing Book and most of Section 4. Page 8 in Section 1 of Briefing Book also helpful. Project appears to gather useful data from multiple sources—surveys, text analysis, focus groups.

It appears that staff implemented a multi-faceted needs assessment process including an on-line survey, analysis of textbooks, focus groups, and a study of recent graduates. One challenge may have been the use of the online survey as a key basis to identify needs as I'm not sure how diverse a group of stakeholders may have been included using the IRIS center list-serve of around 5,000 individuals. The number of respondents seemed low to me (n=488). I wasn't able to determine the percentage of respondents who responded from the EI/EC perspective. As the center expands content offerings in EC, I expect that the center's list-serve will reach additional EC professionals and individuals. It looks like the center sought feedback from a variety of resources, including existing OSEP-funded projects and centers. The findings were shared with internal staff and consultants, and OSEP Project Officers to refine and prioritize needs. I did not see evidence of determining state-level needs related to the preparation of a highly-qualified workforce.

The team appears to have reacted in a positive manner to feedback from constituents at all levels. They continue to provide technical support to the field based upon feedback. They also continue to have very strong impact data on the use of the IRIS materials. I would like to see more connections with other already established online web resources with a specific link made to numerous general education sites and organizations. Harnessing the power of already established

user sites could ensure other organizations (especially general education sites) take advantage of these rich tools.

Project personnel have “casted a wide net” in seeking feedback on developing a plan to improve its activities (pp. 8–10). Based on the previously included objectives table (pp. 3–5), It appears as though steps in the Objective #5: Engage in leadership and coordination activities have included important stakeholders, especially with a focus on early childhood. It will be important to maximize the expertise of those working with older populations (18–21 yrs.) including IHE faculty as well as professional development providers. Note on page 5, personnel note that 33 providers were involved in a focus group. It would be helpful to know how many had that secondary transition expertise. The strategic focus on early childhood appears to have been strengthened with the addition and participation of experts in EI/EC. This reviewer is especially pleased to hear that project personnel focus needed attention on the development of the new website. Challenges with ensuring reliable and ongoing access to website resources is essential and can “make or break” a project. This is an area that must be continually monitored.

During their initial year of operation, IRIS personnel used several methods and audiences to solicit information about potential project activities. Specifically, they performed 1) an on-line survey with their list serve for 9 topic areas to help determine future content; 2) 5 webinar-based focus groups with faculty and PD professionals (n=33); 3) textbooks analyses for EC/EI and K-12; and 4) surveyed 53 nominated graduate students asking four open ended questions to glean their perceptions on needs (pp. 8–9).

Question 4: Project continues to employ staff with the requisite skills and with adequate FTE to accomplish its goals and objectives.

Staff seems strong for goals of project; Briefing Book: p. 4, pgs. 9–13 (org chart on p. 13 helpful); Section 5 on Early Intervention/Early Childhood Efforts; Briefing Book Appendix useful here too.

Because of the long-standing work of the IRIS Center, the center staff assembled for this project appears to have the expertise required to implement the work as planned. The only issue of concern to me is the expertise of the staff designated to support expansion into EC content in the future. Adding Schwartz and Correa to the Leadership Team is an important structural change, and the use of consultants with expertise in EC will expand the center’s ability to move forward with the charge to expand EC content. I worry that the amount of time for Dr. Schwartz and Dr. Correa is not adequate as part of their time is designated for administrative and programmatic tasks. Drs. Corso, Hemmeter, and Harris and Ms. Purper (designated EI/EC faculty, staff, and consultants) have a combined effort of 1.05 FTE. In addition, expanding the EI/EC Task Force to include key stakeholders representing other aspects of PD (like someone from the ECPC, DEC PD CoP, ECTA, or ICTA) would strengthen the composition.

The project team has great credibility in the field and is well respected at their universities and within their disciplines. The team appears to have a strong foundation. The vitas provided are strong, but the ones given in the written documentation do not show current articles or dissemination of the material and procedures via ongoing publications of the team. This area might be one to enhance in the last two years of the project with strong outcomes realized in years 1–3 of the project further dissemination in the field is important. The team also appears to have outstanding qualifications in teacher education, grant dissemination, and overall understanding of the critical issues in the field.

This is a very experienced, skilled team (pp 10–12). While expertise in EI/EC appears especially well grounded, this reviewer questions if the important voice of transition services is present and heard. Given the challenges with accessing and using age-appropriate, evidence-based practices with older students, it will be important to ensure that expertise in that area is incorporated. It would be helpful to have more information regarding the management structure associated with the TA Provider area (last cell in the table).

The present IRIS Center personnel have a strong history in dissemination, technical assistance, and PD (Figure 3: IRIS CENTER Organizational Chart 2014, p. 13). As agreed upon in their OSEP Cooperative Agreement they have also hired and affiliated with several leaders in EI/EC. The affiliated EI/EC faculty represents a well-known group who have been engaged in professional development efforts for a number of years and who should enhance development and dissemination of IRIS EI/EC information and products.

Activities

Question 5: Project has appropriately engaged target audiences or customers, as needed, to achieve the work of the project (e.g., recruited sites, enrolled individuals, created infrastructure to support communication and any systems interventions).

Briefing Book: pgs. 8; Sections 2 and 3 contain much information. PPT Presentation.

For project activities targeted to reach the K-12 audience, it appears that targeted audiences or customers have been well recruited and supported. The project has an effective infrastructure to carry out planned work in an effective manner. The project has carried out a significant amount of work to date, particularly completely revising and re-launching the website. In the work to identify TA or Training events, the center collected data on the use of IRIS resources at IHEs with approved special education licensure programs. I'm not clear about the procedures to engage and learn from PD providers at the state level (in Part C systems, Part B 619, Head Start, etc). The findings may have been shared through collaborative efforts with other EI/EC centers, including the ECPD, nor those involved in supporting students at transition. Evidence of

collaborative planning with key EI/EC centers, like DaSY and ECTA, is not included to the extent I would have hoped. The summary of the results of the Spring 2014 survey to determine the use of IRIS Center resources at IHEs offering special education licensure programs is impressive. I'm not sure if ECSE programs were included in the summary. The long-term continued use of IRIS resources by IHEs that received training is particularly noteworthy (99%). (p. 14) The IRIS Impact Initiative is also of interest to me and one strategy to increase the pool of applicants from EC would be to expand the dissemination routes. (p.14)

The Center team has done an excellent job of creating a stronger website to attract faculty in IHE's to use the IRIS tools. They are making an impact from the numbers provided. The overall collaboration amongst users is currently limited from the one dimension of the tools provided. How could the IRIS tools be enhanced to be more agnostic across numerous sites? How could tools such as online chats, blogs, crowd sourcing, virtual happy hours, partnership sites, regions or pairing of users in similar content areas, videotaping of onsite PD for faculty (especially if this is a time intensive activity it would be good to share outcomes virtually) while allowing other sites to join coaching sessions using tools such as Google Hangout, Skype or Adobe Connect sessions to further increase the impact of this strong work. This recommendation is made with a clear understanding that the Center cannot do everything for everyone with limited staff and resources. I would suggest that technology, though, be leveraged to strengthen the impact and increase collaboration between and amongst users, as well as across various platforms.

Project personnel have provided a thorough discussion of the major activities and engagement of the target audiences on pages 14-17. This discussion is well organized under seven key categories (Project infrastructure; Knowledge development; Dissemination; TA; Collaboration; Evaluation; and Data-based Decision Making. It appears as though the important work of knowledge development yielded important direction. Substantive work appears to have taken place under the category of TA/Training Events. The reviewer was directed to the website to view the report on training services. It would be helpful to know how the targeted efforts have gone, what has been learned and how is sustainability being planned for now given the turn-over of faculty in IHEs but also in early childhood and transition programs. Commendable efforts appear to be in place that allow for and encourage customization of training sessions. It will be useful to log and disseminate information about the range of customization needed as this would help providers who may not really know what they need to know. A listing of partners is provided under the area of "Collaboration" (p. 16). It will also be helpful to know more about representative resource development accomplishments that have been produced. Especially with the national CEEDAR Center, it will be essential that collaborative efforts are maximized. This reviewer is aware of the technological challenges that the DWW project encountered and it might be useful for IRIS personnel to collaborate (if they haven't already) with those individuals to learn from their experiences.

Much of their start up efforts to date was taken up with upgrading their website and migrating extant information which continues to be the primary mechanism for information collection and dissemination for technical assistance (TA), professional development (PD), and project products. Much of their present infrastructure was negotiated with OSEP in their cooperative agreement (e.g., Conceptual Framework, Work Plans for Year 1, revised Logic Model, EI/EC Task Force). As mentioned above, the grantees have worked to incorporate others into their Center, especially personnel with EI/EC expertise and perspective. Their reorganization into an EI/EC Task Force, Steering Committee, and other work groups should promote their future efforts of the project in that area of development. Hence, they have established infrastructure to develop, catalog, and disseminate knowledge, products, and services to target audiences such as faculty, PD providers, and practitioners. In addition to their own internal work groups, the present infrastructure solicits and uses information from multiple collaborators such as the Early Childhood Technical Assistance Center (ETAC), OSEP Project Officers, Technical Assistance Coordination Center (TCCC negotiated in cooperative agreement), and DEC Recommended Practice Group. The EC Suite (ECTA, ECPC, DaSY) and OSEP quarterly reports should promote communication of progress on critical project tasks and promote engagement with relevant stakeholder groups.

Question 6: Project has generated key outputs⁷ (as indicated in the logic model) that would be expected by this stage of the project.

Briefing Book: Table 4 (pp. 18-20); Section 4 (p. 30*). PPT Presentation.

In the briefing book (p. 18), the project shared the key project outputs accomplished to date. In the identification of NEW IRIS modules to be developed, 5 have been identified. Two are for birth-21, two are for EI/EC, and one is a request of OSEP (Autism). Other topics have been identified for development in Years 3-5. In light of the priority to expand EI/EC and transition-aged content, I wonder if the ones for new areas of development might receive priority. For EI/EC content, it made sense to wait for the DEC Recommended Practices to be finalized. Now that they are completed, PD providers, faculty, individual providers, and state staff are in need of tools to help EI and EC provider translate them to practice. In terms of TA and Training outputs, 14 sample syllabi were developed. I didn't see how many of them were about EI/EC topics.

The distal outcomes are still yet to be accomplished, but currently the breadth of what is offered of specific key variables (e.g., what is the biggest gap from Annual Report to Congress for students with disabilities) on the impact of teacher practice is still something to see as an outcome in the next two years. In my opinion, how does the use of key (tiered) modules or tools on the IRIS site directly impact practice is a question that I think could be a strong focus in years 4 and 5 of the project to move to the distal outcomes.

⁷ “Outputs” are the direct results of the project activities, including project products and programs.

With the discussion and table 4 (pp 17-20), it appears as though much work is in development and planned for years 3-5. It is noted that OSEP requested "Autism Spectrum Disorders" resources be added and is in development. Tracking data (number/types of web visits) is impressive and points to the importance of the development and evaluation of resources to further support the field. Overall, outputs appear to have maximized the expertise of project personnel for the important work that lays ahead. The webinar discussion highlighted how the feedback loop represents an openness and responsiveness that respects the expertise and opinions of stakeholders. This team is genuinely listening and responding!!

During the first year, the grantees concentrated on their website transfer from the previous IRIS Centers. To date they have also completed or updated some web-based tools (e.g., film search tool, web resource directory and locator) and web-based teaching tools [e.g., video vignette library (203 entries), evidence-based summaries (87 entries)]. They also have 5 new web-based modules in development with 2 for EI/EC, 2 for birth-21, and on autism spectrum disorders. An additional 3 are identified for development in EI/EC and 6 more to be developed During Years 3, 4, and 5 (Table 4 pp. 18-19). Hence, most of the training modules and TA training and intensive dissemination for this iteration of the IRIS Center will be developed and implemented in subsequent years of the project (i.e., 3, 4, and 5) (pp.18-20 IRIS Briefing Book). With respect to new information on EI/EC, my perusal of the IRIS website indicated that they have completed one module on Collaborating with Families with written, auditory, and some video vignettes. The module was developed in collaboration with the PACER Center one of the nation's leading centers on parent and family support. This shows linkage and collaboration with significant others in the EI/EC field. To date with EI/EC resources, the IRIS Center has 100 resources (i.e., 1 module, 6 activities, 13 information briefs, 80 video vignettes). Additional training materials have been revised or developed (e.g., coursework planning forms, faculty seminar companion guide, handouts) and reviewed of materials by affiliated IRIS personnel and work groups. To date, >1.7 million visitors from 1-1-13 to 7-31-14 (New visitors 42%) have at least linked to potential resources. Planned dissemination outputs have ongoing efforts to develop Professional Development Hours (CEUs) in 2015, which was requested by some individuals using the IRIS Website in the past. I believe the grantees are making progress as indicated by their 5-Year Work Plan (p. 21-22).

Question 7: Project has met important implementation milestones as described in its work plan.

Briefing Book: Table 5 on pp 21–22; Sections 4 and 6. PPT Presentation.

The Work Plan (p. 21) includes activities in the areas of Knowledge Development, Dissemination, TA & Training, Collaboration, Evaluation and Data-based Decision making. The chart includes the targeted number planned and achieved activities for all five years. To date, one key task completed was the complete revision of the website. This type of task is a sizable undertaking and the website's new capacity is impressive. In terms of expanding available resources, content and support for early childhood and transition-age, there are many existing

IRIS resources that can also be included for these populations. Using existing content for additional audiences would reduce the need to develop new resources and orient new users to the wealth of resources of the IRIS Center. Table 5 includes a brief summary of activities completed to date.

In both the written document and the presentation, the project faculty provided clear evidence of meeting important milestones.

Project personnel's claim that "the Center has reached or exceeded the pre-determined milestones." (p. 20). This statement appears supported by the detailed listing of activities in Table 5 (pp. 21 & 22). It would be helpful to gain an understanding if plans still call for the development of 6 more ICs (note item 6 within the Knowledge Development are). Though not identified in the original 5-year work plan, it will be important to have a strategic and focused plan for addressing the added topic of Autism.

According to the IRIS Center 5 Year Work Plan for Years 1 and 2 (pp.21–22) they have slightly exceeded most of their planned activities with the exception of Innovative Configurations. Given that 4 of the configurations exists in other funded Centers, OSEP agreed to allow them to develop only the final configuration. With respect to TA and training (i.e., Work Sessions and Impact Studies) they have not completed the targeted number but are close and the IRIS personnel reported some of these activities are planned for fall 2014 before the end of Year 2. After the grantee's presentation with follow-up discussions, I believe the grantees are meeting implementation milestones from their workplan.

Evaluation Plan

Question 8: Project is implementing a sound formative evaluation that provides ongoing information for project improvement.

Briefing Book: Section 3. PPT presentation. Sources: visitors (1.8 mil), website users, partnerships, modules, new tools (e.g., books, video vignettes), new services such as work sessions. Great map showing worldwide use!

The formative evaluation plan, as described on p. 23, is sound. The one concern I have is that the needs assessment does not include a broad-enough representation of needs identified by key EI/EC stakeholders. If IRIS staff analyzed existing needs assessment data from partner centers, that information was not referenced. The needs assessment was completed by subscribers to the IRIS website. As the number of EI/EC providers included in the IRIS listserv appears to be limited, I am concerned that the results are not representative of the scope and depth of needs that can be addressed through the IRIS Center. Staff has developed tools and protocols to

conduct program enhancements. In terms of the assessment of IHEs that use the IRIS center's resources, it's not clear if ECSE programs of study are included—also not clear about the inclusion of related service personnel preparation programs.

The plan for evaluation is strong and ongoing. In years 4 and 5 the challenge for the team will be to ensure the evaluation encompasses distal outcomes of the project, representation (youngest respondents are the best representation of use of social media) when actually research shows biggest users are 18–49 and females just as one example. Excellent discussions and representation of stakeholders in special education but branching out to share resources and links with entities like the National Council of Teacher of English or National Council of Teachers of Mathematics would increase the use and impact.

The five surveys that comprise the formative outcome assessment are described on pp. 23–24. Project personnel report that all surveys have been developed and are in varying stages of implementation. It would be helpful to understand what seems to be working well and what might warrant adjustments. For example, is the online Module feedback survey yielding helpful information? To what event is it actually being used? Similarly, what has thus far been learned from the post TA/training surveys? It would be helpful to understand what has been learned from the focus groups that have taken place? For example project personnel report a 4.5/5.0 rating and that a rating of 5 is the aim, hence what are explicit actions that they will or have already taken to ensure that 5.0 rating?

IRIS Center personnel and OSEP personnel agreed an Evaluation Plan on 12-12-2013. The overall evaluation focuses on four relevant questions concerning needs assessment, implementation assessment, outcome assessment, and efficacy assessment (pp. 23). In addition, IRIS provided a much more detailed Evaluation Plan on the website. The present detailed evaluation includes 4 fundamental objectives (i.e., product development, dissemination activities, TA and training activities, and collaboration with other relevant entities). The detailed evaluation includes specific evaluation questions, performance measures, sources of data, methods for analysis, persons responsible, and dates of completion. Although many of the variables measured are process variables the IRIS personnel included Likert-type scales and benchmarks to assess consumers' perspectives of products and project activities. In addition, they have “field test” of their web-based modules. This type of programmatic evaluation should promote progress toward accomplishment of the project goal and objectives. IRIS personnel reported in the IRIS Briefing Book that 4 implementation protocols have been developed and are in use, module field test surveys and accompanying procedures have been developed but not yet administered with new modules, and post TA and training and six month follow up are being performed as PD providers attend seminars. In addition, curriculum matrices to assess participating institutions ability to prepare for licensure program and curricular changes. Internal planning documents are also being reviewed with an IRIS developed content protocol that assesses product development, product revisions, number of protocols co-developed, number of dissemination, TA, and training co-produced collaboratively, and reach of co-produced dissemination, TA, and training activities.

Protocols have been developed and data collection has begun. The IRIS Center personnel have performed an analysis of IHEs to determine use of the IRIS website (i.e., limited to access of the website) and provided a report of IHEs that use IRIS online resources. The grantees have also developed a method of tracking costs for resources and have a benchmark of \$0.50 per online visitor by the end of the project. Is this figure based on number of individuals who have accessed the IRIS website? This reviewer is not sure how the cost per online visitor corresponds to development of other project activities. After grantee presentation and follow-up discussions I believe the grantees Impact Studies may serve a formative function in their evaluation. Dr. Correa explained the nature of the studies and I trust her judgment on these methods. Nevertheless, the grantees should carefully evaluate the future use of these studies as a part of their evaluation plan.

Question 9: Project is beginning to implement (e.g., collecting baseline data, selecting suitable outcome measures) a rigorous summative evaluation that will provide information on its impact.

Briefing Book: Section 3; p. 39 about cost. PPT presentation - chart and explanation of impact studies. Project needs to keep aiming for the distal outcomes noted in the Logic Model.

Focus is on the impact of IRIS Center's resources on faculty and PD providers. (p. 27). The target audience for the IRIS Center also includes independent learners and state staff responsible for professional development of existing workforce. Key elements for a rigorous summative evaluation have been identified and implemented during the funding cycle.

How the materials on the IRIS site are used is critical to understand, but the impact in my opinion the "best materials" and leaving the field understanding the "greatest impact" on teacher practice and student learning should be the focus in the final years. I think a contribution that could enhance the work already available is to differentiate if the materials on the website are equally important and impactful. How does the user know the "top" download, the "blue ribbon" video, or if they are connected to the "best seller" or the "teacher voted" best to use for xx kids. Could there be "likes" or "votes" or some other type of ratings along with comments like one might find on a yahoo or YouTube site related to materials. I know that there is already some level of rating, but I think open comments and suggestions could harness more of a "crowd sourcing" model to both rate and contribute materials to enhance the site with clear parameters of high quality standards of course. I think adding teacher voice and recommendations could get even greater buy-in by practitioners. I wondered if users could be asked to as they exit to make a comment of their favorite use of this site. This type of feedback could be running feed on the site for others to consider as they go onto the site (much like a twitter feed). Clearly the IRIS teams has created the outputs that are expected, but the challenge to meet the needs of a range of teachers and the even wider range of students with disabilities that these teachers serve in our field is something that could occur over another decade of development. A model to consider is the one on the site teachers pay teachers <http://www.teacherspayteachers.com/> where tools are shared, but the consumer drives what is used and uploaded. They also have a rating system from

the field and a top list for teachers to consider. Just one example of many that could help to increase use and assist with rating of the tools on the site.

The project commits to finalizing three new protocols for the summarize evaluation by Fall 2014 (p. 26) with implementation to begin in January 2015. Much will rely on this work, hence it will be important to understand that the plans undertaken to ensure success (e.g. the tool itself, ensuring a well-represented intended audience, plans to revise as necessary). Commendable efforts regarding the multiple methods for the summative external evaluation plan.

IRIS Center personnel noted correctly that impact of their project activities are difficult to determine beyond process measures and consumer perspectives and satisfaction. Hence, based on the OSEP Cooperative Agreement they have employed an evaluator (Dr. Montrosse-Morehead) to perform a summative external evaluation (p. 26). Three evaluation protocols (i.e., Summative External Survey Evaluation, Focus Group Protocol, Summative Evaluation Rubric) are to be developed in fall 2014 for use at the end of Year 3, 4, and 5. In their Briefing Book the grantees acknowledge that summative activities are “just beginning” (p. 26). The evaluation approach appears reasonable for this type of project (i.e., collecting, vetting, and disseminating information on EBPs). I assume the surveys will be administered to IRIS Center users or a sample thereof. Nevertheless, I cannot tell how focus group participants will be selected. The grantees have also initiated IRIS Impact Studies in which small grants are awarded to IRIS users. To date a rubric was developed to review proposals and 4 Impact Studies funded and I believe in progress (pp. 26-27). As mentioned above, the external evaluator plans to perform annual Summative External Evaluation for Year 3, 4, and 5. These summative evaluations will be used by the grantee to make decisions about project activities in later years. Hence, I believe the grantees are making progress on implementing summative evaluation of their primary project activities.

Evidence of Effectiveness

Question 10: Evidence to date indicates that products and services generated by the project are of high quality.

Briefing Book: Section 4 (pp. 28–29). Website. High activity/productivity! Am impressed by quality in general; however, project staff/consultants must stay focused on data collection, including distal measures/studies.

Staff has conducted a thoughtful analysis (with reviewer feedback) of video vignettes, Information Briefs, online Modules, and TA/Training events. The quality ratings for these targeted activities are high (between 4.41–4.58). The rating for the Information Briefs was the lowest (3.98). At this point, the quantity of work targeted for EI/EC audiences is much smaller so future feedback from reviewers will be particularly important. As IRIS Center staff, along with

other EI/EC and transition-aged OSEP-funded projects move forward with the development of additional resources linked to professional guidelines (like the DEC Recommended Practices), emerging needs in the field will be addressed. Assisting EC faculty in revising/updating course content to incorporate the DEC Recommended Practices is a much-needed support at this time. The support to faculty in developing syllabi is particularly noteworthy.

The products are high quality but would like to see expansion into apps and even more examples of classroom practices. I wonder about how the center could partner with other video entities from publishers and areas like Brainpop, Digital Promise, Joan Ganz Cooney Center of Sesame Street, Kahn Academy, etc.

Noting that 58% of visitors to the IRIS site are return visitors is a good testament of the perceived value of the user (p. 28). The introductory explanation regarding the delay in delivering products until the website was fully functional is realistic and sound. Given that every module was redesigned and re-formatted in year 1, it was helpful to know the general parameters that guided that work especially with attention to the infant, early childhood and older transiting to adult populations.

To date, IRIS personnel activities have been focused on needs assessment, website revisions, accessibility, and migration of materials, and development of new tools to assess project products and services. Given that many developmental activities will not be completed until after December 2014 evaluation of those products and activities has not been performed. The grantees report that >3,000 IRIS users have offered evaluation input and comments and 58% of website users are return visitors. The IRIS personnel did provide consumer information on quality based on queries with responses in a 5-point Likert scale. Likert ratings on project products and services were: (a) video vignettes (203 vetted and on site with 4.41 quality rating by users who provided feedback); (b) information briefs (15 posted with quality 3.98 ratings); (c) existing IRIS modules redesigned and reformatted (since the launch of the new website the 3,313 website users with quality 4.36); (d) four TA and Training events (quality of online resources 4.61, for services 4.59; and training materials 4.58 (note grantees list 5 not 4 TA and Training events on page 28). Nevertheless, additional details about consumer reviews were not in the Briefing Book. For example, how many individuals rated a particular product or service and what was the range of the ratings.

Question 11: Evidence indicates that the project is reaching its intended target audiences or customers.

Briefing Book: Section 4. PPT presentation provided impressive data/information.

The Center’s website is the primary means for reaching intended audiences and customer. The website revision, while time consuming, is an intensive activity and the structural foundation has now been established for a more robust site to be expanded over time. My concern continues to be the inclusion of EI/EC providers in the pool of experts to identify topical needs on priorities. As the Center expands the content and resources targeted to EC audiences, the website’s user interface, including pictures of infants, toddlers, and preschoolers may need to be expanded. In reviewing the site, the current resources for Early Intervention/Early Childhood are limited (great majority of the resources are video vignettes)—this may be an opportunity highlight materials/resources that are now in development. Through the work of OSEP-funded EC projects and initiatives, there is a wealth of resources that could be vetted using established IRIS Center criteria and linked here for use by target audiences. It is exciting to note that 19% of current IRIS users are EI or EC personnel (p. 29).

The Center staff appears to continuously challenge themselves to increase the use of the tools on the site. Direct links of this site on other common website tools that are used by IHEs could increase the overall impact as well as increase the ratings and input from other sources (with quality control). Overall, the targeted audience is being reached, but the audience should continue to expand in the final years of the project.

Project personnel provided helpful information about the varied stakeholders using these resources (p. 28–29). They provide a logical explanation for the patterns in “user” access. It is clear that the work of reaching the intended audience is underway. As that work unfolds it is important to understand how new audiences will be reached. For example, State-level programs (other than public schools) that strategically reach out to and work with those very young and older populations. Most students between 18–21 that are still receiving services tend to have significant disabilities, hence it will be important to reach out to transition service providers. It will be useful to know if “family or caregivers” will be included as users.

From January 1, 2013 to July 31, 2014, Google Analytics showed over 1.1 million users (access to website) with new and returning visitors 42% and 58% respectively. The IRIS website is open access and the grantees reported that the easy access limited collection of user information. Nevertheless, the grantees have collected only self-identified data on page 29 of the Briefing Book. Percentages of self-identified are weighted heavily toward students (67%) and teachers (25%). In addition, the grantees noted that 19% of users self-identified as EI/EC. (SEE RECOMMENDATION A and C)

Question 12: Evidence indicates that the project’s target audiences or customers find the project’s activities relevant and useful.

Briefing Book: Sections 1 and 4 (pp. 29–30). Evidence is certainly mounting (e.g., studies reported on the IRIS website under Research and Evaluation.

The project conducted independent review panels to rate key elements: Video Vignettes, Information Briefs, Modules, and Training Events. Reviewers rated the elements in terms of relevance and usefulness and the ratings (p.30) indicated scores between 4.07 and 4.56. Additional data about the reviews were provided in the preceding section. It is clear that the format, structure, and delivery of current content, when reviewed by independent panels, were determined to be relevant and useful. Based on the evaluation plan, ongoing feedback and review by primary consumers will continue as new content (EC and transition-aged) is developed.

The data provided by the Center faculty were rich and robust. The relevancy of the material, as well as expanded use of the materials, are clear. The ability to reach beyond the current audience and to reach the classroom teacher whom the material is to impact is an ongoing challenge. The usefulness has to go beyond access to actual use in practice, which appears to be an emerging goal with the RFA's on impact data.

Project personnel provided a useful summary of the ratings regarding relevance and usefulness. All ranking fell at 4 or above (pp. 29–30). As efforts continues to examine relevance and usefulness, it will be helpful to understand if issues related to cultural and linguistic sensitivity as well as age-appropriateness are addressed.

With respect to relevance and usefulness data available from online module user surveys the grantees reported that information on page 30 of the Briefing Book. For project products (i.e., video vignettes, information briefs, and online modules) relevance (R=4.19–4.56) and usefulness (R=4.07–4.45) were above 4 on a 5-point Likert-scale. Training events were all above 4 also but they were delineated simply as training events. Hence, I could not differentiate between events such as TA and Training and Seminars.

Question 13: Project has achieved direct (or short-term) outcomes⁸ (as indicated in the logic model) that would be expected by this stage of the project.

Briefing Book: Sections 2 and 4. Logic Model—awareness, knowledge, capacity—all strong. PPT presentation very helpful.

Due to the agreement's timelines, no short-term outcomes have been achieved. The earliest these data will be collected is Year 3. (p. 30). I would have selected N/A for this question had it been an option.

⁸ Direct outcomes are what audiences or customers do or become as a result of outputs. Usually, direct outcomes are changes in the customers' actions or behaviors based on knowledge or skills acquired through project outputs.

Clearly short-term goals have been met and some exceeded given the challenge of a total web redesign. There are rich new tools in early childhood with a clear plan in place to expand tools in transition and autism.

Project personnel point out that no short-term outcomes are yet expected (p. 30). This statement seems reasonable given the planned timeline.

On page 30, the grantees list 3 short-term goals as opposed to 4 in their logic model (build awareness EBPs left out). They reported due to initial project activities (e.g., website revision, needs assessment) and project timelines no short-term outcomes are to be expected until Year 3 the first year of a planned summative evaluation. Hence, I cannot rate this query at this time. MY 4 RATING IS BASED ON SURVEY MONKEY NOT ALLOWING ME TO PROCEED WITHOUT A RATING. Given the grantees past history and progress on project activities to date I believe they will achieve their short term outcomes in a timely manner in Year 3 and beyond.

Question 14: Project has achieved intermediate outcomes⁹ (as indicated in the logic model) that would be expected by this stage of the project. (If expectations for achievement of intermediate outcomes are premature, circle NA.)

Briefing Book: Sections 2 and 4. Logic Model—personnel prep and PD work. I caution the IRIS staff about managing additive v. transformative approaches to course and programs change. It seems easy to get persons to add EBPs to syllabi; it is another thing to know what this addition means to a program. I heard some good comments from staff about the curriculum matrices, etc. Again, I urge a strong focus on moving toward change that goes beyond additive models.

Due to the agreement's timelines, no short-term outcomes have been achieved. The earliest these data will be collected is Year 3. (p. 30).

The intermediate outcomes seem to be at a level of achievement expected at this point in the project. Any area needing further development has been acknowledged by the team and a plan of action developed.

⁹ Intermediate outcomes result either directly from outputs or indirectly through direct outcomes. Often, intermediate outcomes are changes in the knowledge, skills, or behavior of the persons or changes in the systems that are touched by the project's direct audiences or customers. They generally come later in time than direct outcomes and represent a step between direct outcomes and long-term outcomes.

As above, project personnel state that no intermediate outcomes are expected at this point in the timeline.

Similar to short-term outcomes, the grantees reported due to initial project activities (e.g., website revision, needs assessment) and project timelines no intermediate outcomes are to be expected until Year 3.

Question 15: Evidence indicates that the project demonstrates national leadership by serving as both (a) an important resource for relevant stakeholders and (b) an effective collaborator with other organizations and projects.

Briefing Book (note their collaborations, both existing and planned). PPT presentation helpful; Staff should maintain regular connections with major general education organizations (e.g., AACTE, IRA). Note: great to see 30/30 use by gen and sped.

In documenting national leadership, the Center referenced the Spring 2014 survey of IHEs with state-approved special education personnel preparation programs that use IRIS resources in their coursework. The results are impressive and reflect the project's long history of collaboration with IHEs and the quality of the resources, materials, and content developed to support the use of EBP in educational settings. It was especially useful to see the breakdown of results from IHEs in light of the level of interaction with the IRIS Center. The results from state departments of education, school districts and professional organizations are also noteworthy. I am not clear if the use of IRIS Center resources by Part C Lead Agencies and Part B 619 staff were also included in the analysis. (p. 31) The list of collaborators included in the Appendix (pp. 34-35) is impressive, particularly with the Center's focus on IHEs. There may be ways to collaborate with community college faculty in the future, as the Center's work expands in EC. In addition, the future collaborations list includes organizations that are especially relevant in the EC expansion, including ECTA. The performance report for 2014 included a reference to efforts that have been initiated to collaborate with ECTA. Active, planful collaborations with ECTA and other OSEP-funded EC efforts will be important to the IRIS Center's expansion in EC. The Association of University Centers on Disabilities (AUCD) would also be a strong collaborative partner. The inclusion of families of young children with disabilities would also be an important voice in the work of the Center.

Consider how many hyperlinks could be embedded in other sites such as teachers pay teachers, Brain Pop, Kahn Academy, NSTA, NCTM, etc. The number of sites out there is never-ending, and how could the great work of IRIS have stronger presence in other partnership sites? New technology for more advanced users and technology recommendations by content and disability area regarding iPad/app use in the classroom should be considered as an added area of need in the field. I also would suggest the Center staff see if there could be an IRIS app or this site be embedded into Canvas, Webcourse, Blackboard, Edmodo and Livetext. The more embedded in

tools commonly used by IHE faculty the stronger adoption of these tools will occur in my opinion.

The briefing book provided on pp. 30–31 highlights efforts to track the use of resources by state-approved special education personnel preparation programs. In addition to understanding that 904 IHEs offer special education preparation, digging deeper into those programs would be helpful (e.g. early childhood preparation, categorical distinctions—severe needs, alternative licensure). Project personnel acknowledge the important of their work with state departments of education, school districts and professional organizations. Again, given the intended outreach to the very young and older populations with disabilities, it would be helpful to learn what is strategically planned for (e.g. licensed day-care providers and centers, transition planning personnel, focused professional organizations—TASH, PEAK Parent Center, PACE, etc.) Lastly, it would be helpful to learn more about efforts with other national centers such as CEEDAR and NCDB.

The grantees report information collected in the Spring of 2014 that indicated usage of IRIS products and services to date by IHEs (p. 31). They also report high demand from State Education Agencies (SEAs) and national organizations. It is not clear to me what the nature of the usage and collaborations are to date based on the delineation in Appendix A 34–35, especially for SEAs. The authors have reported and discussed the EC Suite, which does indicate regular communication and collaboration with important nationally known EI/EC Centers.

Question 16: Project is having a significant influence on the target audience through the dissemination of knowledge and best practices.

Somewhat unsure about how significant, but it appears to be quite significant. Briefing Book—section 4. PPT presentation.

Through the project website, the IRIS Center has documented an expansive and impressive reach. In FY 14, the project reached 1,121,250 users worldwide. The IRIS Use Report found that the Center’s resources are used by 75% of the IHEs in the US with special education personnel preparation programs. Those accessing the resources report that they are of high quality, are useful in their work, and are relevant to their work. Staff report (p.32) that there is great interest in the IRIS Impact Study Initiative, a competitive element to provide seed funding to measure the impact of specific IRIS Center elements.

The data provided by the team shows a clear level of use by both general and special education IHE faculty. However, the use across the range of disabilities, the array of content and which specific tools/information is making the most impact is not yet clearly developed. Beyond looking at just analytics of use, the Center faculty should consider which tools are being used the

most by specific faculty or in specific areas of disability. I highly respect that the tool is open access without any passwords, but could some type of automated exit strategy be used to gather more targeted and specific analytics of use. I also think that random calls to high end users or even open monthly online chats about use could garner additional critical information to target development and use in the final years of the project.

In addition to the reported wide use of the resources (1,121,250 uses in a year and half) on page 31, project personnel provide an announcement of the four funded IHE programs in Round 1 of the IRIS Center Impact Studies. Multiple measures appear underway across those four studies. It would be helpful to know what is being done to solicit future proposals from professionals providing services to targeted groups such as that 18–21 transition planning population.

The information made available to date is very general and I am having difficulty determining exactly how the products and services are “having a significant influence on target audiences” through dissemination. For example, I understand that 681 IHEs were reported as using IRIS products and services (mostly website I presume). It would be very helpful to know which products and services those colleges and universities use and how often. The description of Impact Studies is underdeveloped and it is not clear to me how they will track or assess significant influence on IRIS participating faculty. Following the grantees’ presentation with follow up discussion from Dr. Correa I better understand the nature and use of the Impact Studies.

Customized Items Added by OSEP Project Officer

Question 17: Evidence to date indicates that the project has effectively collaborated with other OSEP-funded early childhood centers to deliver technical assistance and develop products and resources.

Much seems to be planned as noted in the Briefing Book (e.g., Section 2).

Due to the focus on expanding the Center’s focus on EC, staff report that time was spent reconfiguring the administrative and programmatic structure of the center. This reconfiguring included including Ilene Schwartz, Vivian Correa, ML Hemmeter, and Rob Corso to the Vanderbilt development team. All are leaders in the EC field and bring extensive expertise to the IRIS Center. Section 5 (p. 33) summarizes the project’s work to date in the needs assessment, development, training, and dissemination processes. In the design of the needs assessment, staff with expertise in EC assisted in the development of EC-specific questions based on the DEC Recommended Practices. The questions are also shaped by the EI/TC Task Force meeting with EI/EC Centers. My concern is the low response rate to the survey—I wasn’t able to determine the percentage of respondents from EC. The new staff members are actively involved in key EC initiatives, including CSEFEL. In the near future, active collaborations (referenced as #6 on

pp.33) will be quite important, as there is an urgent need for EC faculty, administrators, and individual learners to bring EBP to their work. There is no time for duplication of effort and the IRIS Center has demonstrated expertise in this type of work. In addition, it is vital that those developing content consider the unique elements of the Early Intervention system. Discussions of “classrooms” and “teachers” are not relevant to this workforce. State Part C systems have devoted considerable effort to the development and refinement of professional development systems, including needs assessment data, and collaborative relationships with IHEs. The IRIS Center’s expertise is vast and, through collaborative efforts with existing stakeholders involved in EC systems, the goal of translating research into practice through the development of instructional materials and resources about EBPs so that infants, toddlers, and preschoolers receive high quality supports and services.

The evidence is overwhelmingly strong in this area. I think a balance should be achieved in future years, but the IRIS team has clearly exceeded this goal in the material provided.

The call to collaborate with leaders in early childhood has clearly been heard. Project personnel provide a discussion supported by Table 7 (pp. 33–35) that lays out concerted collaboration efforts with the EI/EC faculty and PD providers. Project personnel commit to ongoing collaboration with the OSEP “Suite” of early childhood centers via monthly webinars. Assuming lead responsibility in coordinating those calls should prove to be very beneficial. Commendable efforts have been demonstrated to maximize the skill sets of those individuals. Those efforts must be maintained as this work progresses. It should be noted here, that this reviewer was not clear about who or if all of the OSEP funded early childhood projects were included in the conversation at the half-day meeting held at the 2013 CEC Convention.

The grantees have used the EC Suite (ETAC, ECPC, DaSy) to collaborate. In addition, some of the IRIS-affiliated faculty have worked on previous OSEP and federally funded centers (pp. 35–36). The nature of the collaboration appears to be conference calls, meetings, and vetting of proposed IRIS products and services. The grantees are also making their presence known through relevant professional conferences.

Question 18: Evidence to date indicates that the project has effectively collaborated with centers and organizations in the broader early childhood field to deliver technical assistance and develop products and resources.

Much seems to be planned as noted in the Briefing Book.

Collaboration with other OSEP-Funded EC Centers is now underway, and IRIS Staff participates in monthly virtual meetings. While the focus of the IRIS Center is faculty and PD providers, the first goal in the cooperative agreement is to help address state-identified needs for highly

qualified personnel in special education, related services, early intervention, and regular education to work with children, including infants and toddlers with disabilities. There are many areas of collaboration and coordination to pursue. To date, it appears that potential collaborative activities have been identified related to the development of the modules. Expertise from the other Centers (like lessons learned in supporting the learning of the EC community), will be important to the IRIS Center in conceptualizing needs, linking with state Part B (619) and Part C systems, and identifying ways to help one another in bringing quality supports to states for use at the IHE level to the individual provider level.

This same feedback to connect with other online resources outside of special education is true in this area too. The teams provides on page 16 a very strong list of collaborators but I would encourage more detail be provided in the final years about how this collaboration has changed the access and impact of use.

Project personnel acknowledge involvement (p. 36) with several important projects (e.g. ECPDCP, NCQTL). Maximizing those collaborative efforts is crucial. It may be helpful in the next few years to be especially strategic with collaborative partners (e.g. national centers, general education teacher groups).

The grantees employed or engaged several well-known individuals in the field of EI/EC (e.g., Drs. Hemmeter, Winton, Correa, Schwartz) and are beginning to interface with early childhood organizations (e.g., Head Start, DEC) as well as OSEP funded Centers in their efforts to develop and disseminate EI/EC knowledge via products and services. The individuals and organizations are well positioned to vet IRIS products and services and to promote dissemination of relevant information.

Looking Ahead to Years 4 and 5

Question 19: Project has provided a clear description of organizational or situational barriers that may have prevented it from completing its planned activities and has articulated realistic strategies for overcoming these barriers. (If no barriers were encountered, circle N/A.)

Briefing Book: Section 6. PPT presentation. Staff highly confident of their abilities to address/overcome barriers. My judgment is that they will...

The briefing book (pages 37–39) provides a clear summary of organizational or situational barriers faced to date. The challenges of creating a new website and reposting thousands of elements are many, and it appears that the project developed and administered solutions to address the needs. In addition, it sounds like the project has implemented changes that will

position the project to better measure the use of the site and has strengthened the infrastructure, including web hosting. The clarification about how to measure work (either in waves or counts) is an important distinction to accurately capture the work accomplished. Finally, the implementation of two elements (Impact Studies Initiative and the Work Sessions) has taken more time and financial resources than anticipated. As staff continues to analyze priorities for the future, the impact of these two elements for EC systems should be considered carefully.

This same feedback to connect with other online resources outside of special education is true in this area too. The teams provides on page 16 a very strong list of collaborators but I would encourage more detail be provided in the final years about how this collaboration has changed the access and impact of use.

Creation of the new website is clearly acknowledged as a challenge (p. 37). Although this work has been more time consuming and complex than initially planned for, project personnel need to be commended for their diligence to this crucial work. In this day of continual technological advances as well as ongoing maintenance, and compromised websites calls for proactive, committed planning.

The grantees have articulated some challenges that have slowed down progress, especially problems with website revisions and migration of enormous amounts of information. The added day for work sessions seems reasonable to that intensive type of service. I have to be candid; I would rather see time and effort dedicated to clearly determining users use of and perceptions of products and services (IHE faculty, PD providers), especially for new products and services (EI/EC, autism module), and performing more target surveys of both known users and nonusers and focus groups with frequent users. Perhaps the grantees can articulate how they will overcome the barrier of only self-identified website users being used in the evaluation. During follow-up discussions the grantees argued convincingly for open access and articulated the tradeoff with information from users.

Question 20: Assuming the project makes changes recommended as a result of the 3+2 process, with two additional years of funding the project is likely to achieve its remaining direct (or short-term) and intermediate outcomes and thereby make progress towards achieving its long-term outcomes. (If uncertain, circle Don't Know.)

PPT presentation; Reviewer discussion.

Clearly this team has a strong track record and has provided evidence of being able to reach short-term goals. The challenges in year 4 and 5 are, in my opinion, to ensure the most critical short-term goals are reached that lead to distal outcomes including commercialization or sustainability of the project.

Project personnel have much underway and the vital infrastructure work (e.g. reconfigured work groups with a focus on early childhood, website redesign) they have accomplished should enable them to continue to make progress and ultimately achieve the stated long-term outcomes.

I believe that the IRIS Center, with continuation funding can accomplish their short-term and intermediate outcomes outlined in their logic model and briefing book. I am simply not sure how the proposed distal long-term outcomes can be achieved by this national resource center (or any other). As a national resource center I am not sure distal outcomes are measurable in an efficient manner. I want to be clear, I am not sure how anyone could determine reach of use of EBPs, practice changes in the field, and high quality services and results for children and families. These long-term outcomes would need to be studied descriptively in a formal research study and not by program evaluation of a National Resource Center.

Concluding Questions

Question 21: Note any particular strengths not previously described that might affect OSEP's decision to continue funding.

Most strengths are probably clear because of my high ratings on many items.

The IRIS Center has a long history and body of expertise in work with IHEs across the county, and the body of the resources is significant. The inclusion of experts from the EC community and those supporting students at transition will be especially important in meeting Goal 1 of the Cooperative Agreement.

The team's background is strong, connected, and well respected in the field. They also appear to be working to answer a tough question about the impact of their work on teacher practice. The team also has potentially a new contribution to make to the field on impact of online resources as they continue to explore how to track the use and impact of their work.

One of the most noteworthy strengths, is the attention to an enhanced website. As mentioned, this is absolutely essential and although this appears to have been a monumental task, those efforts are necessary. Project personnel also appear open and receptive to making changes (e.g. accessing other personnel when needed, adding the topic of Autism) while also "staying the course" with the 5 year plan as originally set forth. Commendable efforts with developing and implementing a "continuing education/professional development" tracking system with evidence of documented completion.

The IRIS Center personnel have performed significant work in their two previous projects and now at the beginning of their new IRIS Center. In particular, they have made good faith efforts at identifying EI/EC individuals and organizations that will be important to the development and dissemination of products and services to that group of stakeholders. In addition, they have begun to put into place formative evaluation procedures and an evaluator for informing the IRIS Center's further development and accomplishment of objectives and work scope.

Question 22: Does this project merit receipt of continued funding for Years 4 and 5, assuming the project makes changes recommended as a result of the 3+2 process? (Circle Yes or No)

Absolutely. Much planning, activity, evaluation; also, the staff seem realistic and open to suggestions.

The pace of development to incorporate a strong and purposeful EC agenda will need to significantly increase in Years 4 and 5. There is an urgent need in states to have research on EBP translated into tools and resources in EC that can be used by those involved in IHEs and PD providers in states and localities. The IRIS Center has a proven track record of effective practices, but they may need to be refined and refocused to meet the Collaborative Agreement's focus on EC. Through more effective collaboration with State Part C and Part B 619 system and other OSEP-funded Centers and Projects (and those funded by others, like the Head Start collaboration already underway and with CSEFEL), the IRIS Center merits continued funding.

The overall respect for the IRIS Center and Project Directors is well established and the use of their work is occurring both throughout the U.S. and globally.

Access to EBPs is crucial to the field. The long-standing history of the IRIS Center and the advances it has demonstrated over the years is a trusted resource—one that must be enhanced with fidelity. Continued funding will help this to happen.

If responsive to the 3 + 2 process and OSEP recommendations, I believe the IRIS Center should be funded in Year 4 and 5.

Question 23: If funding is to be continued, what conditions, if any, should be placed on receipt of that funding?

I think this Center has done very good work and any conditions might relate to the completion of worked planned, particularly in Early Intervention/Early Childhood and in the impact of the project.

Expand collaborations with other OSEP-funded EC projects and documentation of collaborative activities to be accomplished and with others identified through the 3+2 review process; Review of existing IRIS Center resources that may also be of interest to the EC community; Increase outreach to state Part C and Part B (619) staff to document state-level needs and orientation to IRIS Center resources; Implement a process for awarding CEUs for on-line modules completed, which are valuable to EC providers for documenting continuing education and professional development; Consider reallocation of staff effort to expand the time available for key EC staff to commit to the IRIS Center; Consider the work plan in light of the 3+2 process, especially related to expanding EC focus, and make revisions as needed (in consultation with Project Officers); and Identify purposeful ways to incorporate a stronger family voice in the work of the Center.

The Center staff and directors should be commended to have led over a decade of impact on IHE's and teacher education. The team should continue to be supported, but I challenge them to push for flexibility and nimbleness to shift to new and emerging trends and technology while keeping deep roots in the field of special education. I also think with the explosion of web resources some time could be shifted to move from development to integrating and vetting strong content that exists from other group including strong content from colleagues in general education (Teaching Channel, Shell Centre, National Teacher Center, etc.)

As noted throughout this review, suggestions have been made that refer to not only the birth and early childhood focus but also attention to transition. Students in that 18–21 year old window have very specific needs. A clear plan for what will be created for this group is essential. Additionally, the development of new resources added to an enhanced website will help with sustainability, but planning for ways that this work will live on long after the funding stream ends is crucial. Especially when dealing with the complexities of technical assistance and needed professional development, proactive sustainability plans are necessary.

Given that this project is a cooperative agreement, I believe OSEP Project Officers can negotiated any needed conditions in future years if needed.

Question 24: Whether or not you recommend continued funding, indicate at least three recommendations you would offer for OSEP's and the project's consideration regarding Years 4 and 5.

At this point in my review, I would see the following: follow through with the Early Intervention/Early Childhood plans; collect and report data on the impact of the project, not in just how many people use and respond positively to the resources, but in “how” they are used, including an understanding of their impact in both general and special education; continue aiming to address the distal outcomes listed in the logic model; be responsive to developing/adjusting products that support advanced users of EBP (programs at advanced levels) and more about this is also needed; stay focused on how to achieve and press for transformation of programs in general and special education; do not accept/be satisfied with simple additive models.

1. Consider maximizing collaborative partnering relationships with other OSEP-funded centers (e.g. CEEDAR, paraeducation centers, ECTA, ECPC) and professional organizations (e.g. parents groups, DEC, advocacy groups, transition-planning groups, state Part C and Part B administrators, and state-level IHE consortiums to take advantage of existing products, resources, and materials and to plan joint efforts to meet urgent needs in translating research into practice through the development of quality instructional materials and resources about the use of evidence-based practices that lead to improved results for infants, toddlers, children and youth with disabilities.
2. Consider connecting the rich information on the IRIS site to other rich general education and teacher education resources to assist with both sustainability and ensuring that the site is nimble, flexible, and robust to include changing technology and other emerging online tools and resources that impact classroom teacher and early childhood provider practices.
3. Consider reallocating staff resources to meet need areas in early childhood (ages 0–5) and transitional services (ages 18–21).
4. Consider disseminating contact information and information about IRIS Center resources to early-childhood stakeholders (such as the Division of Early Childhood, National Association for the Education of Young Children, and the Southern Early Childhood Association and state Part B and C administrators) and to stakeholders involved in transition-aged support.
5. Report the results of the impact studies that are currently underway and continue aiming to address the distal outcomes listed in the IRIS logic model.

1. Connecting the rich information on the IRIS site to other strong general education and teacher education resources, including both nonprofit and when possible for profit sites. These connections should assist with both sustainability while ensuring that the site is nimble, flexible, and robust to include changing technology and other emerging online tools and resources that impact classroom teacher practices. Questions that the center faculty might want to consider in the last two years are: How could games or online apps and other web resources be harnessed into the IRIS site? How could teachers make recommendations? How could live trainings be shared and disseminated to increase impact via online and free tools? How could the trend to use apps, games and other types

of tools in the classroom be incorporated into your work and modules? How could the IRIS Center lead in making recommendations to the field for the numerous game and app-based tools already developed as to what is “best” to use for both content and pedagogical practices for students with disabilities? Could this recommendation be addressed by partnering with the National Center for Online Learning and Students with Disabilities?

2. Provide tiered recommendations to the rich materials that already exist. Currently when conducting a search, for example, on autism a Hollywood movie appears as first on the list. The use of this video is a fantastic idea to consider for a college course about misconceptions, but this one tool may or may not be the one we would want new faculty or teachers to look at first. How could the Center team consider tiering or posting effect sizes or providing a metric for people visiting the website to potentially view material with a different level of emphasis and discretion? The current limitation is that all materials are presented via a hyperlink as equal. Is there a way to rank or create recommended levels of materials that are tiered so that all materials are not considered equal on the site? How could differentiation in both informing those accessing the site on the use and the impact of material be provided on the website?
3. Consider how to ensure that the material is tied as closely as possible to student learning outcomes. How could remote observations, faculty using the tools, or teachers implementing the tool “easily” be harnessed to report student-learning outcomes? Could a marketing firm help with this role or could the current web developers provide “easy” ideas to gather that type of data that could help in the final years create a structure to track both access and impact? Thank you for the privilege of serving on this review and for the decade of contributions this team has made to the field. I hope that my comments will be taken in the spirit they were written to provide an array of ideas to provide both the accolades this team so deserves while adding outside insight into potential emerging ideas for the team to consider as they continue to contribute to the field.

1. Maximize collaborative partnering relationships with other centers (e.g. CEEDAR, NCDB) and organizations (parent, advocacy, state-level IHE consortiums, professional development provides, e.g. Learning Forward). For example, the knowledge generation work completed by the CEEDAR workgroups could help to inform needed professional development resources.
2. Be very clear about how the inclusion of Autism related work is going to be addressed. There are so many resources out there today that it will be important to be focused here.
3. In addition to the creation of the “continuing education” system, consider other efforts that can support sustainability especially as project personnel continue in those collaborative partnering efforts. The topic of sustainability should be a part of those conversations.

1. Determine other methods other than the present “self-identification” to ensure collection of user information for the website, especially from IHE faculty and PD providers. For example, require those accessing the IRIS website to provide basic user information and

characteristics. That does not require having a password and is not too much to ask of a user of federally developed products and services. I assume services will be easier because those accessing services are a “captive audience.” Also, if faculty and PD providers report their e-mail, follow-up surveys could be implemented on an annual basis.

2. Based on information in the IRIS Briefing Book, I cannot determine how many EI/EC individuals participated in the solicitation of information from the samples of convenience. If any future surveys are performed, to better determine reach, I strongly suggest the center personnel purposely sample EI/EC target audiences more directly and that those being sampled not necessarily be restricted merely to website and services users. For example, sampling DEC membership not currently on their project teams might yield additional information about the needs and preferences of the field of EI/EC as well as alerting those not familiar with the IRIS Center of its products and services of their availability and accessibility. c. After the completion of the first four small grant Impact Studies I believe the grantee and OSEP should carefully consider the merit of additional studies in subsequent years. Although Dr. Correa better explained the nature of the studies, I still have concerns about how much “street credibility” they will provide and the resources, albeit relatively small, may be better used elsewhere in future years.

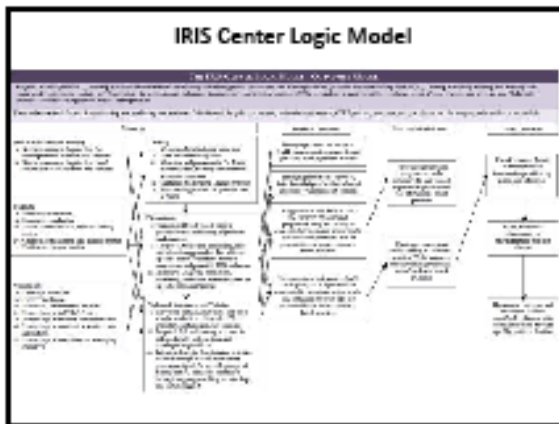
Attachment E. IRIS Center 3+2 Presentation



IRIS Center Logic Model

The logic model has served as a tool that internally provides a monitoring framework for planned activities and associated outcomes, and externally serves as an accountability framework for outputs and associated outcomes.

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Key Outputs Generated

In the 20 months since the IRIS cooperative agreement was awarded, we have generated a significant number of high quality, relevant, and useful products and services.

These products and resources are intended for use by IHE faculty and PD providers engaged in personnel preparation. These resources ensure that IHE faculty and PD providers have the necessary awareness, knowledge, and capacity to conceptualize curricula, coursework, and clinical/coaching experiences grounded in evidence-based practices.

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Key Outputs Generated

- Project Development
- Dissemination
- TA & Training

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Project Development Outputs


- New modules under development (5)
- Current modules under revision (1)
- New module topics identified (9)
- New tools developed (3)
- Current tools updated (4)
- Feedback loops completed (331)
- TA & Training resources developed (82 complete, 36 in progress)
- Product development process in place

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Project Development Ratings



Quality		Relevance	
Modules	4.36	Modules	4.37
Video Vignettes	4.41	Video Vignettes	4.56
Information Briefs	3.98	Information Briefs	4.19

Usefulness	
Modules	4.33
Video Vignettes	4.45
Information Briefs	4.07





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Dissemination Outputs: Website Redesign and Launch

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Dissemination Outputs: Professional Development Hours (CEUs)

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Dissemination Outputs: Universal TA Participants


Position	Specialization
• College faculty: 2%	• Early childhood ed: 15%
• College student: 34%	• Early childhood SE: 4%
• Graduate student: 33%	• Early intervention: <1%
• PD provider: 1%	• General ed: 30%
• Experienced teacher: 17%	• Special ed: 33%
• New teacher: 7%	• Other/left blank: 17%
• School leader: 1%	
• Other/left blank: 5%	



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TA & Training Outputs

- New sample syllabi, curricular matrices, sample curricula (14)
- Targeted TA (26)
- Intensive TA (6)
- Emphasis areas of participants (targeted): 2 EI/EC, 1 each SE, middle school, elementary ed, transition, field experience coordinator, dean
- Emphasis areas of participants (Intensive): data being collected
- TA & Training prioritization process in place



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New Services Created

Universal
• Tutorials

Targeted
• Faculty Seminars
• PD Seminars


Intensive
• Work Sessions
• Impact Studies




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New Training Materials Created

Faculty Seminar Companion Guide
 Top Tips for Faculty
 Faculty Guide: Using IRIS
 Coursework Planning Forms



PD Provider Guide: Using IRIS
 Top Tips for PD Providers
 Planning Forms

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TA & Training Ratings

Quality		Relevance	
TA & Training Events		TA & Training Events	
Services	4.59	Services	4.58
Materials	4.58	Materials	4.55
Online resources	4.65	Online resources	4.52


Usefulness	
TA & Training Events	
Services	4.52
Materials	4.49
Online resources	4.55



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Evaluation

- Formative (ongoing)
- Summative
 - Impact Studies
 - Years 3 and 5



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Outcomes Achieved to Date



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Outcomes Achieved to Date

In the 20 months since the current IRIS cooperative agreement was awarded, we have improved the awareness, knowledge, and capacity of IHE faculty and PD providers.



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Dissemination Outputs: Website Visitors

- 1,844,753 visitors
- New visitors: 41%
- Returning visitors: 59%





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Dissemination Outputs: Website Use

IRIS is used by

- 75.3% (681 of 904) of IHEs with SE programs
- nearly all programs with “greater capacity” indicators (OSEP funded or have doctoral programs)
 - 98.5% (139 of 141) of OSEP-funded IHEs
 - 98.9% (92 of 93) of IHEs with doctoral programs
- 70.1% (515 of 739) of programs with “lesser capacity” indicators (no doctoral program or OSEP funding)




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Dissemination Outputs: Website Use

Of the 904 IHEs approved for special education licensure, 24.3% (220 of 904) have received direct IRIS training services.

Of those, only 2 (<1%) verified that they do not use IRIS resources. The remainder are confirmed IRIS Users, many of whom received training years ago.



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Outcomes: Partnerships


<p>Federally Funded Centers</p> <ul style="list-style-type: none"> • NASDGE • NICHY • ECTA • ECPC • DeSy • CEDAR • Deaf-Blind Consortium • Mountain Plains RRC • National Center on Intensive Interventions <p>Professional Organizations</p> <ul style="list-style-type: none"> • DEC • HECSE • TED 	<p>University-based Programs</p> <ul style="list-style-type: none"> • CalState TEACH • Professional Learning Lab at ASU • George Mason University • University of Cincinnati <p>State-based Programs</p> <ul style="list-style-type: none"> • CA State DOE • CA SPDG • Beginning Teacher Support & Assessment • Utah State Department of Education <p>Publishers</p> <ul style="list-style-type: none"> • Pearson Publishing • Brookes Publishing
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Outcomes: Modules Under Development

- Identifying and Selecting EEPs (Birth–21)
- Implementing EEPs (Birth–21) (revision)
- Evaluating EEPs (Birth–21)
- Designing and Teaching Behavioral Expectations in Early Childhood Environments (E/EC)
- Setting up Natural Environments (E/EC) (on hold to develop ASD Module)
- Autism Spectrum Disorders (OSEP-request)



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Outcomes: New Tools

Books: Portrayals of People with Disabilities



- synopsis of children’s and young adult literature about or having to do with people with disabilities

Video Vignette Library

- short video clips depicting individuals with disabilities, their families, demonstrations of EEPs

Evidence-Based Practices Summaries


- summaries of research about the effectiveness of instructional strategies and interventions

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Outcomes: New Resources for Faculty Sample Syllabi Collection

<p>Intro to Special Education</p> <ul style="list-style-type: none"> • Intro to SE (hybrid) • Intro to SE (online) • Intro to SE (PreK-12) • Intro to SE (E/EC) <p>Assessment</p> <ul style="list-style-type: none"> • Foundations of Effective Assessment and Inclusion <p>Classroom Organization</p> <ul style="list-style-type: none"> • Classroom and Behavior Management (Mild/Moderate) <p>Methods</p> <ul style="list-style-type: none"> • 504/Methods for Inclusion for K-5 • 504s for Secondary Inclusion (online) 	<p>Early Childhood/Families</p> <ul style="list-style-type: none"> • Working with Families of Young Children with Exceptionalities (E/ECSE) • Curriculum Models and Intervention Strategies for Early Childhood SE (online) • Positive Guidance and Discipline for E/EC SE • Recommended Practices for ECSE • Theories and Models for Understanding Behavior in Young Children with Disabilities <p>Field Experience</p> <ul style="list-style-type: none"> • Field Experience/Practicum in SE (K-6 and 7-12)
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Remaining Activities and Outcomes

Based on our record and our plan for the remaining 3 years of the IRIS cooperative agreement, we will continue to

- (i) generate a significant number of high-quality, relevant, and useful products and services and
- (ii) improve the awareness, knowledge, and capacity of IRIS faculty and PD providers engaged in personnel preparation that is grounded in the use of evidence-based practices.



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Remaining Activities and Outcomes: Evaluation Years 3, 4, and 5

Development of Instruments for external evaluation (Fall 2014)

Data collected (Spring 2015, Spring 2016, Spring 2017)

- Survey
- Focus groups

Summary of Impact Studies (Years 3, 4, and 5)



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Remaining Activities and Outcomes: Modules to be Developed

Q/TC Modules (1 per year)

- Working with other professionals/coaching
- Home visits
- Dual-language learners/families

Intensive Interventions

- Data-based Individualization: Data
- Data-based Individualization: Interventions

Transition


- Interagency collaboration (ages 18-21)
- Student-centered transition planning

Secondary education

- Content/accommodations/differentiation

All ages

- Selecting, implementing, and evaluating accommodations



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Remaining Activities and Outcomes: Sample Curriculum Matrices

Undergraduate Blended GE and SE Programs

- K-6 Undergraduate Blended Program
- 7-12 Undergraduate Blended Program

Undergraduate Special Education Programs

- K-6 Undergraduate Special Education Program
- 7-12 Undergraduate Special Education Program
- Student Teaching

Graduate Blended GE and SE Programs

- K-6 Graduate Blended Program
- 7-12 Graduate Blended Program

Graduate Special Education Programs

- K-6 Graduate Special Education Program
- 7-12 Graduate Special Education Program




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Remaining Activities and Outcomes: Targeted and Intensive Services

Targeted TA & Training (39)


- PD Seminars
- Faculty Seminars
- Conference Presentations and Webinars

Intensive TA & Training (15)

- Work Sessions (6)
- Impact Studies (9)

Professional Development Hours Certificates


- Pilot Fall 2014
- Launch Spring 2015



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Barriers


We anticipate encountering minimal barriers in the remaining 3 years of the IRIS cooperative agreement. However, given our plan to address these known barriers, we do not believe barriers will have an impact on our ability to complete planned activities and achieve outcomes.



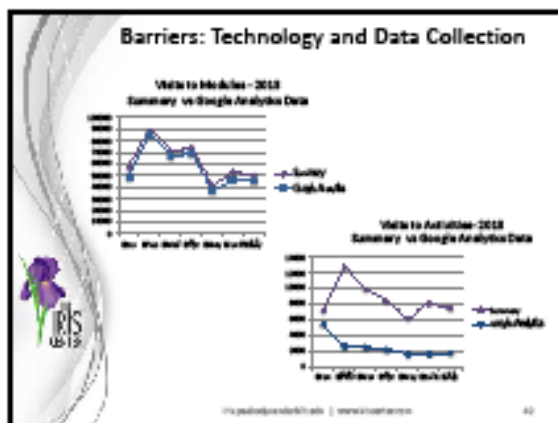
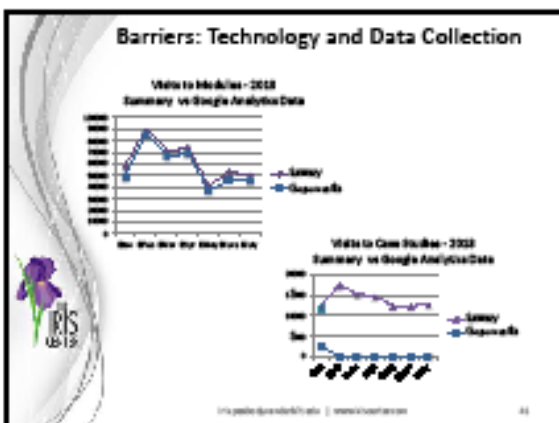
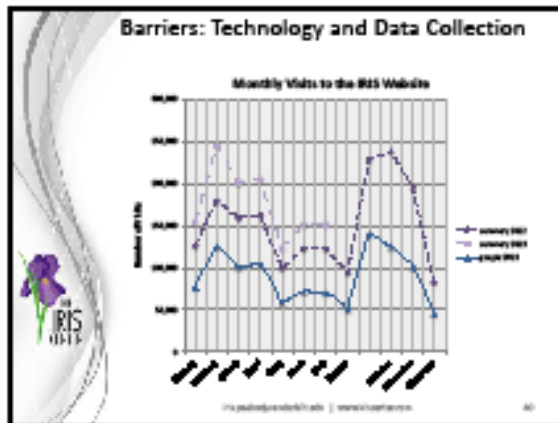
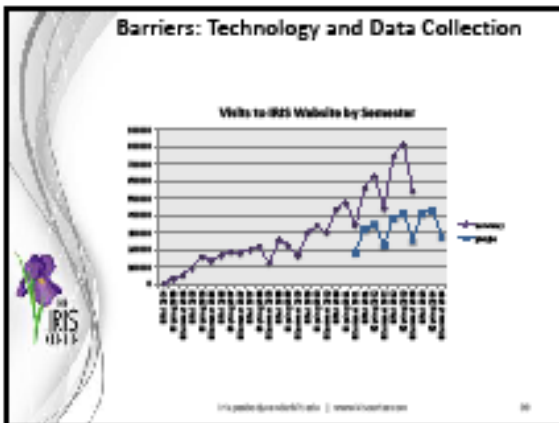
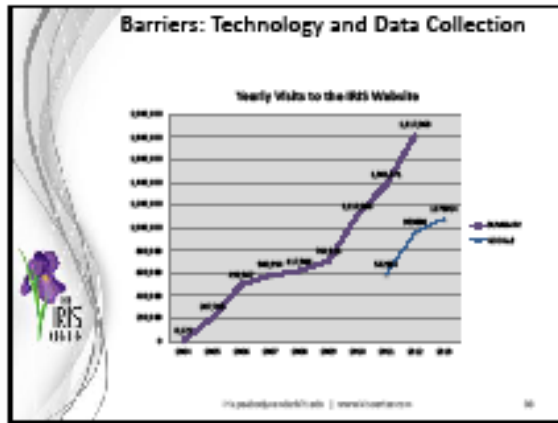
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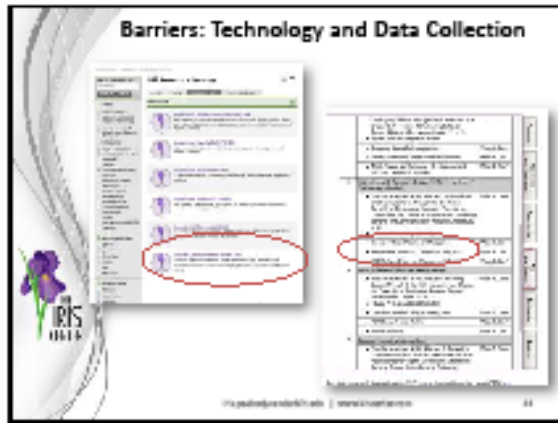
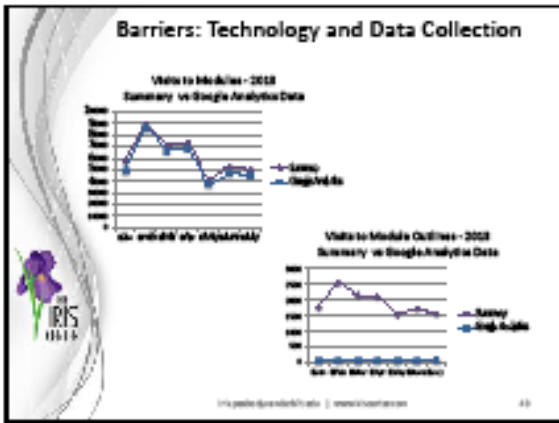
Barriers: Creation of a New Website

- Content Management System (CMS)
- PHP Development
- Subcontract bids
- Cost
- Responsive Design
- Transfer of >5,000 pages
- Change to HPL framework
- Cleanup of >5,000 pages
- IRIS staff time commitments
- Hosting
- Changing hosts
- Inability to collect data



IRIS Center 3+2 Evaluation Report





- ### Barriers: Waves vs. Counts
- Sample Syllabi
- 1 wave
 - 1 syllabus template
 - 6 sample syllabi
- EBP Tool
- 1 wave
 - 67 EBP Summaries
- IRIS CENTER
- 45

- ### Barriers: Under-anticipated Costs
- Impact Studies Initiative
- Protocol development
 - review forms
 - application process
 - paneling system
 - ranking system
 - 34 applicants
 - additional review panels
 - 1 revise and resubmit
- Work Sessions
- Pre-Work Session site visit
 - Additional follow-up requests
 - Unanticipated opportunities
- IRIS CENTER
- 46

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