Evaluation of the Personnel Development Program to Improve Services and Results for Children with Disabilities

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Disclosure of Potential Conflicts of Interest

The study team for this evaluation consisted of research and data collection staff from a prime contractor, Westat, and two subcontractors, the Council for Exceptional Children and Compass Evaluation and Research. None of the authors or other staff involved in the study has financial interests that could be affected by findings from the evaluation.

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Executive Summary

The *Personnel Development Program to Improve Services and Results for Children with Disabilities*, also known as the Personnel Development Program (PDP), provides training grants to institutions of higher education (IHEs) to support their efforts to directly prepare teachers, related services personnel, and leadership personnel to work with children with disabilities. The PDP also funds grants to National Centers that support the preparation of special education and related personnel through the development and dissemination of evidence-based products and services. The PDP is authorized under Section 662 of the Individuals with Disabilities Education Act (IDEA) and administered by the U.S. Department of Education's (ED's) Office of Special Education Programs (OSEP). Between fiscal year (FY) 2005 and FY 2012, appropriations for the PDP were between $88 and $91 million per year (figure ES.1).

Figure ES.1: Annual appropriations for the Personnel Development Program: FY 2005 through FY 2012 (in millions of current US dollars)

Appropriations in millions of US $

FIGURE READS: During FY 2005, $90.6 million was appropriated for the PDP.
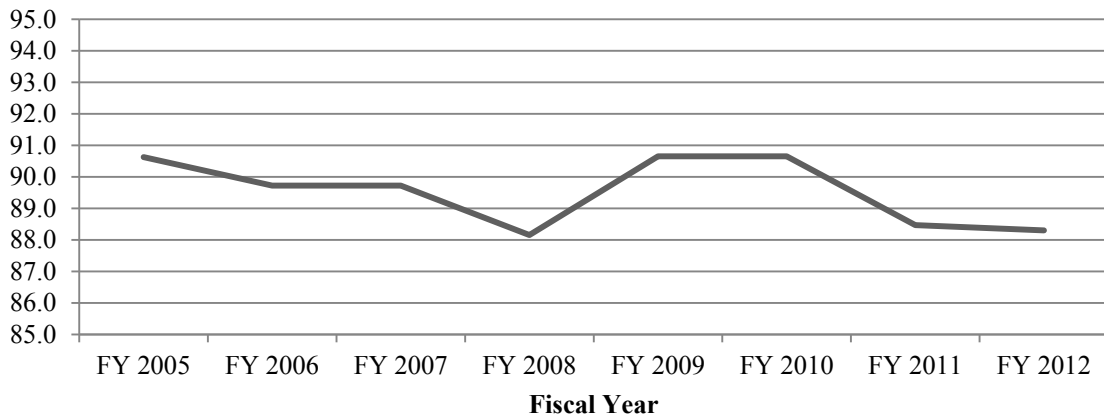
NOTE: Current dollars are provided, unadjusted for inflation.

SOURCE: U.S. Department of Education Congressional Actions Appropriations tables for FY 2005 through FY 2012, accessed via http://www2.ed.gov/about/overview/budget/news.html, last modified 02/13/2012.

The U.S. Department of Education's Institute of Education Sciences (IES) is authorized by Section 664 of IDEA to conduct evaluations of the implementation and impact of programs supported under IDEA. In 2007, IES awarded a contract to Westat to conduct a descriptive evaluation of the PDP through two distinct substudies—a substudy of PDP National Centers and a substudy of PDP training grant applicants. To allow sufficient time for PDP grantees to develop products and services that could be described by the evaluation study team and evaluated through expert panel review of documents and other materials, the substudies focused on grants supported in FY 2006 or FY 2007. Across those 2 years, OSEP disbursed $173.5

million of PDP funds, of which 93 percent was for new or continuing training grants and 7 percent was for new or continuing grants to National Centers (figure ES.2).

Figure ES.2: Disbursement of PDP funding, by type of grant: FY 2006 and FY 2007 (in millions of current US dollars)

FIGURE READS: During FY 2006, OSEP disbursed a total of $85.8 million in PDP grants. $18.2 million was disbursed to new training grants, $61.4 million to continuing training grants, $2.6 million to new center grants, and $3.5 million to continuing center grants.

NOTE: Calculations are based on actual funding disbursed for (1) new training grants awarded in FY 2006 and FY 2007, (2) new center grants awarded in FY 2006 and FY 2007, and (3) continuing center grants awarded in FY 2002 through FY 2005. Calculations for continuing training grants awarded in FY 2002 through FY 2005 are based on projected funding based on original awards. Not included in the figure is an additional $500,000 that was disbursed by the PDP in new grants in FY 2007 under the category "Unsolicited."

SOURCE: ED Grant Award Database, OSEP Discretionary Grants database, *Federal Register* Online via U.S. Government Printing Office Access.

This report from the evaluation addresses the following questions regarding PDP National Centers funded between fiscal years 2001 and 2007:

1. What products were developed and services provided by the PDP National Centers funded between FY 2001 and FY 2007, and at what cost?

2. What were the quality and relevance/usefulness of documented materials and technical assistance (TA) provided by PDP National Centers funded between FY 2001 and FY 2007?

The substudy of PDP training grant applicants focused on *courses of study* that were at the center of applications. A "course of study" was defined as *a set of postsecondary courses in a particular campus or online setting to prepare candidates to perform a particular professional or paraprofessional role, and almost always resulting in a degree, a particular credential*

(license, certificate, or endorsement), or both. The report addresses the following questions regarding PDP training grant applicants from the FY 2006 and FY 2007 competitions:

1. What were the characteristics of funded courses of study at IHEs awarded PDP training grants in FY 2006 or FY 2007?

2. How did funded courses of study use PDP training grant funding?

3. How many scholars[1] enrolled in the funded courses of study, completed their programs, or dropped out before completion?

4. What were the quality and relevance/usefulness of new or significantly modified components for funded courses of study?

5. What became of courses of study that did not receive PDP training grant funding?

The sections below provide, for each substudy, background on the data collection and the analysis conducted to answer the research questions and a summary of key findings.

Substudy of PDP National Centers

The substudy of the PDP National Centers focused on centers that were actively funded, or in no-cost extension status, at the time that the study began in 2007. Twelve of the 14 centers funded in FY 2001 through FY 2007 were included in the in-depth analysis for the substudy of PDP National Centers (table ES.1).[2] For each of these centers, the evaluation study team collected data through (1) a review of relevant extant data; (2) a standardized inventory of center products and services; (3) a semi-structured interview with the center director; and (4) expert panel review of a sample of up to 10 products and services per center, including up to 3 signature works.[3] A product or service was defined as a single activity or group of closely related activities designed to achieve a specific outcome for a specific audience. The evaluation study team sampled products and services from all those that were deemed feasible for review through the

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[1] *Scholar* means an individual who is pursuing a degree, license, endorsement, or certification related to special education, related services, or early intervention services.

[2] Of the two National Centers not sampled for in-depth analysis, one was funded for 2007-12 to focus on autism, but had fewer products available for review in 2010 than an earlier Autism Center funded for 2003-07, which was included in the sample. The other National Center not sampled for in-depth analysis was funded for 2002-06 to focus on large-scale special education research. This center was funded at the same university and with the same project director as a National Center funded for 2006-2011 to focus on the analysis of large-scale databases, and the later center was included in the sample.

[3] *Signature works* were those that, in the judgment of each center's director, (1) were prominent in terms of the proportion of the center's overall effort, (2) were exclusively or nearly exclusively a product of the center's effort, (3) were predominately supported by PDP grant funds or unlikely to have occurred without PDP grant support, and (4) made a consequential contribution to the field or to the class of customers served.

examination of documents or other tangible materials such as videos.[4] Panelists used center-specific rubrics developed by the evaluation study team. Data collection occurred between fall 2008 and summer 2010, which was before the end of the PDP grant for six of the National Centers studied.

Table ES.1: Overview of PDP National Centers funded between FY 2001 and FY 2007

National Center	Grantee	Funding period (fiscal years)	Funding amount
The IDEA and Research for Inclusive Settings Center for Faculty Enhancements	Vanderbilt University	2001-06	$4,249,995
Carolina Interdisciplinary Large-Scale Policy Research Training Center	University of North Carolina at Chapel Hill	2002-06	$1,649,846
Policy Leadership Training in Conducting Large-Scale Special Education Research	*University of Maryland*	*2002-06*	*$1,750,000*
Center for Improving Teacher Quality	Council of Chief State School Officers	2002-07	$4,983,285
Center for Early Childhood Education/Early Intervention Personnel Preparation	University of Connecticut	2003-07	$2,961,124
Professional Development in Autism Center	University of Washington	2003-07	$5,049,993
National Center for Leadership in Visual Impairments	Pennsylvania College of Optometry, later transferred to Salus University	2004-09	$5,054,671
Interdisciplinary Training in Analysis of Large-Scale Databases Center	University of Maryland	2006-11	$2,499,576
IDEA and Research for Inclusive Settings Center for Training Enhancements	Vanderbilt University	2006-11	$6,750,000
National Institute for Urban School Improvement Principal Leadership Academies Initiative	Arizona State University, later transferred to University of Arizona	2006-11	$1,424,999
National Professional Development Center on Inclusion	University of North Carolina at Chapel Hill	2006-11	$2,372,165
The Center to Mobilize Early Childhood Knowledge	University of North Carolina at Chapel Hill	2007-12	$2,998,870
National Center to Inform Policy and Practice in Special Education Professional Development	University of Florida	2007-12	$2,500,000
National Professional Development Center on Autism Spectrum Disorders	*University of North Carolina at Chapel Hill*	*2007-12*	*$5,000,000*

TABLE READS: The IDEA and Research for Inclusive Settings Center for Faculty Enhancement (IRIS-I), based on a PDP grant awarded to Vanderbilt University, was funded from FY 2001 to FY 2006 at a total amount of $4,249,995.

NOTE: The two PDP National Centers listed in this table in italics were funded between FY 2001 and FY 2007, but were not included in in-depth data collection for the evaluation because of their similarity to two other National Centers.

SOURCE: Center grant applications provided by the Office of Special Education Programs (OSEP), U.S. Department of Education, and the Online Discretionary Grants Public Database provided through the OSEP Technical Assistance and Dissemination Network.

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[4] Reasons products were not reviewed by expert panels included the following: missing or insufficient documentation in the judgment of the evaluation study team (for example, a PowerPoint presentation only); lack of stability of documentation (as in the case of a website as the only documentation); a paper for which a National Center staff member was not the first author listed; submission of promotional materials as documentation; submission of internal planning documents as documentation; or the bundling of a product with another product, making a distinct review infeasible.

Findings from the Substudy of PDP National Centers

PDP National Centers are organized around a variety of priorities, including providing support to states, districts, and schools; facilitating the preparation of practitioners and researchers; and enhancing evidence-based practice around specific disability areas such as autism and visual impairment. Key findings, with additional detail, are presented below by research question.

What products were developed and services provided by the PDP National Centers funded between FY 2001 and FY 2007, and at what cost? Across 12 National Centers funded by the PDP between FY 2001 and FY 2007, project directors identified 759 products or services developed by the time of data collection (fall 2008 to summer 2010) (table ES.2). The greatest number of products and services identified were presentations and webinars (356). Ten centers were able to report costs for product development and dissemination, and they reported costs for 386 products/services (51 percent). Those costs were $19.5 million. The evaluation study team grouped products and services reported by center directors into 10 categories. The largest share of costs reported for product development and dissemination was for the provision of 69 conferences, institutes, or workshops (48 percent). These included center-produced events for the purposes of training recipients, providing general TA, and disseminating information to targeted recipients.

What were the quality and relevance/usefulness of documented materials and TA provided by PDP National Centers funded between FY 2001 and FY 2007? Of the 101 products/services selected across the centers for review by panels of technical and content experts, 15 were identified by center staff as signature works. Each product was rated in the summer of 2010 by three trained panelists[5] using center-specific rubrics containing a series of indicators grouped into two dimensions—quality and relevance/usefulness. Rating values ranged from 1 (very low) to 5 (very high). For the 15 reviewed products identified by center staff as signature works, the mean rating was 4.13 for quality and 4.25 for relevance/usefulness. Seventy-seven percent of the quality ratings and 82 percent of the relevance/usefulness ratings for the signature products were high or very high (figure ES.3). Across the 86 nonsignature products, the mean rating was 4.11 for quality and 3.91 for relevance/usefulness. Seventy-three percent of quality ratings and 68 percent of relevance/usefulness ratings for the nonsignature products were high or very high. These ratings do not generalize to center products or services that lacked sufficient documentation for review, such as products represented only by websites or PowerPoint presentations.

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[5] One panelist was exempt from rating one product due to a predetermined conflict of interest.

Table ES.2:   **PDP National Center products and services, with reported costs and percentage of reported costs, by type of product**

Product type	Number of products[1]	Number of products with cost information	Reported costs[2]	Average cost per product	Percent of reported costs
All products	**759**	**386**	**$19,509,083**	**$50,542**	**100**
Briefs or short reports	71	47	301,246	6,409	2
Conferences, institutes, or workshops[3]	88	69	9,341,040	135,377	48
Intensive, focused technical assistance (TA)[4]	9	9	825,240	91,693	4
Materials supporting universal TA[5]	11	11	1,357,937	123,449	7
Presentations or webinars[6]	356	151	619,730	4,104	3
Research papers, articles, dissertations, or book chapters	147	27	230,975	8,555	1
University courses, programs, or training models	5	4	1,100,770	275,193	6
Web-based training modules, including supporting materials	56	56	3,435,091	61,341	18
Websites, including activities facilitating website use	8	6	1,852,371	308,729	9
Other products or services[7]	8	6	444,683	74,114	2

TABLE READS: Across the PDP National Centers, a total of 759 products had been developed by the time of data collection, with a reported total cost of $19.5 million and average cost of $50,542 for 386 of these products.

[1] Six centers were still active at the time of data collection. Counts of products and services in this table include only those developed by the time of data collection.

[2] Ten of the 12 centers were able to report costs for some or all of their products/services. Costs associated with monetary support for scholars are not included in this table.

[3] Included center-produced events for the purposes of training recipients, providing general TA, or disseminating information to targeted recipients.

[4] Involved an individualized, ongoing relationship between the center and the TA recipient.

[5] Included products developed for individuals' independent use through their own initiative. Does not include products counted in other categories that may also serve TA purposes, such as briefs, institutes, presentations, etc.

[6] Included individual, invited presentations by center staff or center-affiliated scholars, as well as individual, center-produced events for information dissemination.

[7] Products and services categorized as "other" included promotional and informational materials about center products/services, as well as outreach, recruitment, and networking activities.

SOURCE: Inventory of products and services collected from two center directors in September 2008 and January 2009 and remaining center directors November 2009 through March 2010.

Figure ES.3: Distribution of expert panelist ratings (on a 5-point scale, with 5 being the highest) of quality and relevance for signature and nonsignature products/services of 12 PDP National Centers

Percent

Signature products/services[1]
(n=15 products/services;
mean of 4.13 for 247 quality ratings
and 4.25 for 266 relevance/usefulness ratings)

Nonsignature products/services[2]
(n=86 products/services for quality,
n=85 for relevance/usefulness;
mean ratings of 4.11 for 1,452 quality ratings
and 3.91 for 1,071 relevance/usefulness ratings)
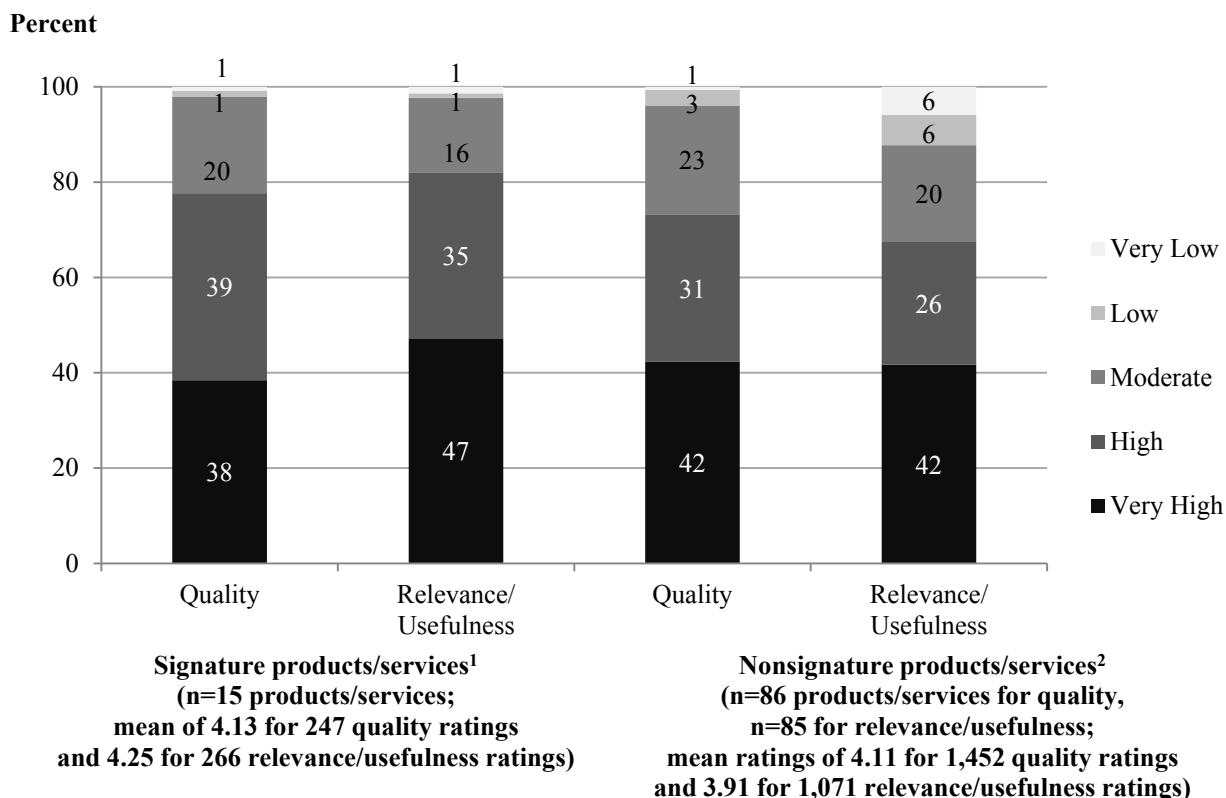
FIGURE READS: For the 15 signature products/services reviewed by an expert panel, 1 percent of the 247 quality ratings were at the level of 1 (very low), 1 percent were 2 (low), 20 percent were 3 (moderate), 39 percent were 4 (high), and 38 percent were 5 (very high). The mean quality rating was 4.13.

[1]Center staff were asked to identify up to 10 percent of products/services as signature, defined as works that (1) were prominent in terms of the proportion of the center's overall effort, (2) were exclusively or nearly exclusively a product of the center's effort, (3) were predominately supported by PDP funds or unlikely to have occurred without PDP support, and (4) made a consequential contribution to the field or customers served. Two centers did not identify any of their products/services as signature works and are therefore not included in the distribution of ratings for signature products/services.

[2]One nonsignature product was not included in analyses for relevance/usefulness because it received NAs for 13 out of 18 indicator-level ratings. One reviewer was exempt from rating one nonsignature product due to a predetermined conflict of interest; those data were treated as missing and are not included in the analysis.

SOURCE: Expert panel reviews conducted May through September 2010.

Substudy of PDP Training Grant Applicants

IHEs applied to a particular PDP priority/focus area based on the area of preparation upon which their course of study was or was expected to be focused, including the degree level for which candidates would be prepared. OSEP grouped priority/focus areas for the direct preparation of personnel into two overarching priorities for the FY 2006 training grant competitions:

    (1) a *Combined priority* with five focus area competitions—two competitions focused on training staff based on the severity of disability to be served (Low Incidence, High

Incidence), two focused on the professional or paraprofessional role (Early Intervention and Early Childhood, Related Services), and one focused on the characteristics of the institution applying for funding (Minority Institutions), and

(2) a *Leadership priority* primarily focused on training faculty in special education and related service areas but also including grants to support the training of administrators.

In FY 2007, the Leadership and Combined priority areas remained, although the High-Incidence focus area was removed from Combined, and a new priority area for "Special Education Preservice Training Improvement Grants" was created to replace it. The new priority focused on improvement of preservice training programs themselves and, unlike all the other priority/focus areas, prohibited rather than required scholar stipends.

IHEs could submit multiple applications in a given year within or across priority/focus areas for funding related to different courses of study, and a single PDP application could include one or more courses of study. The substudy of PDP training grant applicants focused on the *predominant course of study*, defined, for funded applications, as the course of study that received the largest amount of grant funds in the 2008-09 academic year (AY) and, for nonfunded applications, as the course of study for which the most funding was requested at the time of application. The initial study sample consisted of 537 applications: 190 that were funded by the PDP in FY 2006 or FY 2007, and 347 that were not funded.

Data on PDP training grant applicants were collected through (1) a review of relevant extant data, (2) a web-based survey of funded and nonfunded applicants, and (3) expert panel review of the quality and relevance/usefulness of a sample of new or significantly modified components within funded courses of study. The web-based survey was administered from the fall of 2009 through the winter of 2010, and the expert panel review of course of study components occurred in the summer of 2010, focusing on materials collected from grantees in the spring and early summer of 2010.

The panels to review PDP-funded course of study components consisted of 14 academic experts with relevant content knowledge. Trained panelists rated sampled course of study components on a series of indicators grouped into two dimensions—quality and relevance/usefulness—with rating values ranging from 1 (very low) to 5 (very high). The mean and distribution of ratings were analyzed separately by dimension. Ratings of quality and relevance/usefulness only reflect sampled components for which review was feasible; they do not represent the quality or relevance/usefulness of each course of study as a whole.

Findings from the Substudy of PDP Training Grant Applicants

Of the 537 applications from IHEs to the FY 2006 and FY 2007 PDP training grant competitions, 190 (35 percent) were funded. The percentage of successful applications was higher for public IHEs than for private IHEs, for doctorate-granting IHEs than non-doctorate-granting IHEs, and for minority institutions than for non-minority institutions (figure ES.4). Key findings are presented below by research question.

Figure ES.4: Percent of FY 2006 and FY 2007 applications funded, by institution of higher education characteristic

Percent of applications

FIGURE READS: Across the FY 2006 and FY 2007 PDP competitions, 37 percent of applications from public IHEs were funded compared to 32 percent of applications from private IHEs; 38 percent of applications from doctorate-granting IHEs were funded compared to 25 percent from non-doctorate-granting IHEs; and 38 percent of applications from minority institutions were funded compared to 34 percent of applications from non-minority institutions.

NOTE: The initial study sample included 537 applications. Six nonfunded applications were removed from the sample because the evaluation study team was unable to identify either the project director or the course of study within the application, resulting in a study sample of 531 applications. Public institutions are those whose programs and activities were operated by publicly elected or appointed school officials and which were supported primarily by public funds at the time of PDP application; doctorate-granting institutions are those that offered the doctor's degree at the time of PDP application; and minority institutions are defined as institutions that, as of 2010, (1) had a 25 percent or more minority enrollment (excluding the other or nonresident categories), (2) had a historical distinction as minority institutions, or (3) were designed to serve special populations.

SOURCE: IES Integrated Post-secondary Education Data System (IPEDS) database, and the National Outreach and Technical Assistance Center on Discretionary Awards for Minority Institutions (Monarch Center).

What were the characteristics of funded courses of study at IHEs awarded PDP training grants in FY 2006 or FY 2007? Of the 190 applications that were funded in the FY 2006 and FY 2007 training grant competitions across all priority areas, 84 percent were from public institutions, 88 percent were from doctorate-granting institutions, and 48 percent were from minority institutions. Eleven percent of funded applications contained multiple courses of study. Across all priority/focus areas, 53 percent of funded courses of study differed substantially from any course of study at the submitting IHE at the time of PDP application. The remaining 47 percent were existing courses of study that were supported or expanded through the PDP grant.

Overall, 45 percent of the funded courses of study proposed to award master's or educational specialist degrees. Forty-three percent of funded courses of study proposed to prepare special education teachers; 24 percent proposed to prepare leadership personnel; and the remainder proposed to prepare other personnel such as early childhood specialists, speech-language pathologists, or psychologists.

Regarding the category of disabilities personnel would serve, 37 percent of the funded courses of study proposed to prepare personnel to serve all categories of disability, while a combined 34 percent proposed to prepare personnel to serve particular high- or low-incidence disability

categories. Additionally, 48 percent of funded courses of study proposed to prepare personnel to serve general school-age children, while 22 percent proposed to prepare personnel to serve birth to preschool, and another 22 percent to prepare personnel to serve birth to 21 or an unspecified age.

How did funded courses of study use PDP training grant funding? Across priority/focus areas during the 2008-09 academic year, where scholar stipends were required, an average of 73 percent of grant dollars went to monetary support for scholars, and 18 percent supported faculty (table ES.3). Among Preservice Improvement grant recipients, which were prohibited from spending PDP grant funds for scholar stipends, an average of 61 percent of grant dollars were spent on faculty during academic year 2008-09. For the 159 PDP-supported predominant courses of study in priority/focus areas where scholar stipends were required, 88 percent of enrolled scholars received monetary support from the PDP grant in academic year 2008-09, and the mean amount of that support was $11,558.

Table ES.3: Funding allocations per predominant course of study funded in FY 2006 and FY 2007: Academic year 2008-09

	Mean total amount of grant dollars spent during AY 2008-09	Mean percent of grant dollars spent on			
		Curriculum	Faculty	Scholars[1]	Other
All priority/focus areas with required scholar stipends (n=159)	$157,016	2	18	73	7
Preservice Improvement (High Incidence FY 2007) (n=21)	$77,197	14	61	0	25

TABLE READS: Among 159 FY 2006 and FY 2007 funded predominant courses of study where scholar stipends were required, the mean total amount of grant funds spent during AY 2008-09 was $157,016. Of these funds, a mean of 2 percent was spent on curriculum, 18 percent on faculty, 73 percent on scholars, and 7 percent on other expenses.

[1]The Preservice Improvement (High Incidence FY 2007) priority/focus area did not permit grant funds to be spent on scholar stipends. All other areas required that some grant funds be spent on scholar stipends.

NOTE: One funded course of study in the Preservice Improvement (High Incidence FY 2007) priority area had not yet been developed by AY 2008-09. Five funded course of study did not complete survey item 22. Data from these courses of study are therefore not included in analyses for this table. Detail may not sum to totals due to rounding.

SOURCE: IHE Course of Study Survey – Item 22.

How many scholars enrolled in the funded courses of study, completed their programs, or dropped out before completion? Across all courses of study funded in the FY 2006 or FY 2007 competitions, between the year of grant funding and AY 2008-09, 3,038 scholars completed his or her course of study, averaging slightly more than 17 scholars per course of study. Eighty-six percent of course of study completers earned state-issued credentials, and 46 percent earned a master's or education specialist degree. The mean number per funded course of study of enrollees, new scholars, and degree and credential earners (i.e., completers) increased from the academic year prior to funding to the first academic year of full grant funding. In AY 2008-09, 174 of 4,199 enrolled scholars dropped out. Thirty-eight percent of funded courses of study had at least one scholar leave.

What were the quality and relevance/usefulness of new or significantly modified components for funded courses of study? Respondents to the course of study survey identified changes made to their courses of study since the time of their application. Possible changes included the addition, significant modification, or discontinuation of course of study components, including changes to courses, training units or modules (including field experience), recruitment plans, mentoring programs, faculty positions, or the overall organization of a course of study. Using the survey data and additional documents provided by funded courses of study, the evaluation study team sampled 134 new or significantly modified components from 99 different courses of study as suitable for expert panel review. Experts rated all 134 components for quality and 70 components for relevance/usefulness.[6] Fifty-eight percent of the experts' ratings of quality, and 57 percent of the experts' ratings of relevance/usefulness, were "high" or "very high" (figure ES.5). Sixteen percent of quality ratings, and 21 percent of relevance/usefulness ratings, were "low" or "very low." The mean rating for quality (3.71 on a 5-point scale, with 5 being the highest) was between "moderate" and "high," as was the mean rating for relevance/usefulness (3.63).

What became of courses of study that did not receive PDP training grant funding? Thirty-four percent of courses of study that were not funded through FY 2006 and FY 2007 competitions were developed or maintained without PDP funding. Among proposed nonfunded courses of study that were intended to be substantially different from any existing course of study at the IHE, 8 percent were developed without PDP funding. Of the nonfunded preexisting courses of study that were intended to be maintained or enhanced through a PDP grant, 88 percent were maintained without PDP funding.

Of IHEs with PDP training grant applications that were not funded in FY 2006, 70 percent reapplied to the same priority/focus area within 4 years, and 50 percent were funded. Of IHEs with nonfunded grant applications in FY 2007, 57 percent reapplied to the same priority/focus area within 3 years, and 33 percent were funded.

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[6] The rubrics developed to evaluate each type of course of study component (appendix E) originally distinguished some indicators as measures of quality and other indicators as measures of relevance/usefulness. However, during testing of the rubrics, expert consultants recommended that it would be more appropriate to classify *all* of the indicators for components involving new faculty, fieldwork, and mentoring programs as quality indicators.

Figure ES.5. Expert panelist ratings (on a 5-point scale, with 5 being the highest) of quality and relevance/usefulness of new or significantly modified course of study components funded with FY 2006 or FY 2007 PDP training grants
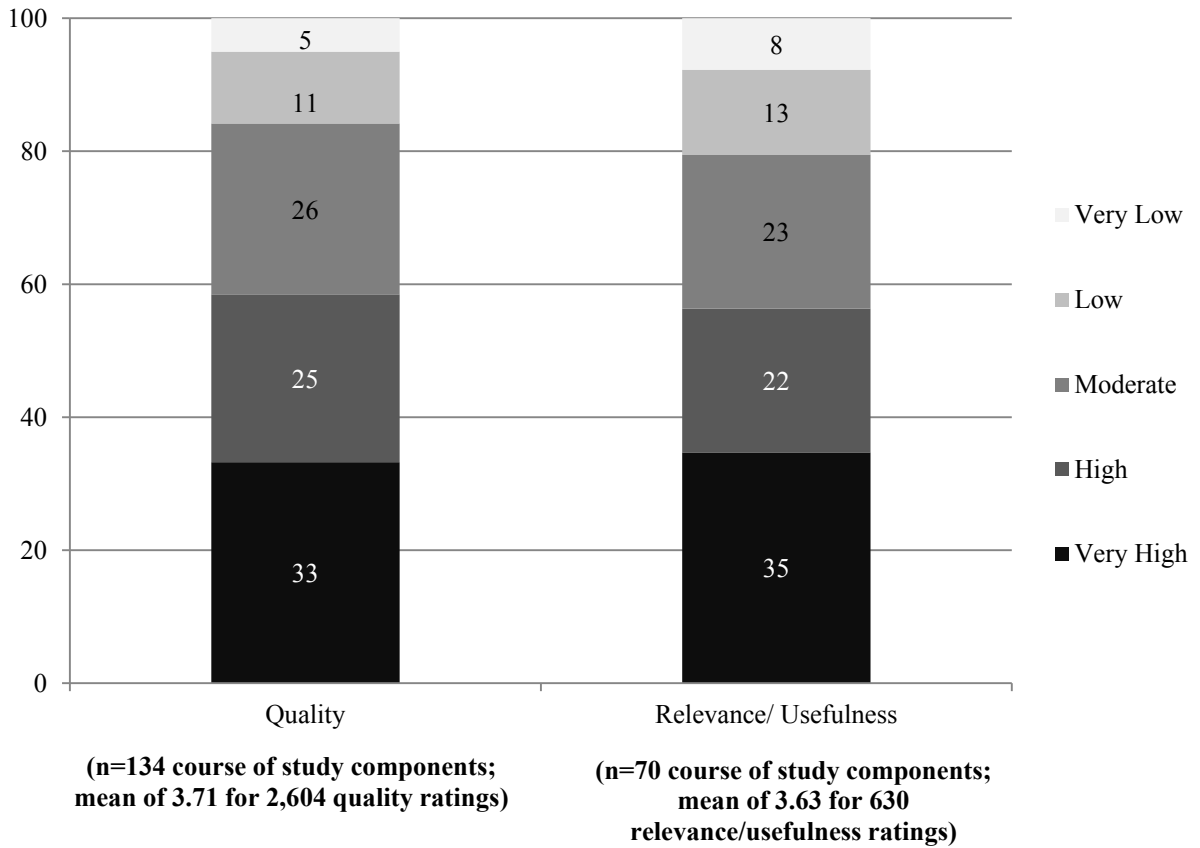
Percent of ratings

FIGURE READS: For the 134 new or significantly modified course of study components reviewed by an expert panel for quality, 5 percent of the 2,604 ratings were at the level of 1 (very low), 11 percent were 2 (low), 26 percent were 3 (moderate), 25 percent were 4 (high), and 33 percent were 5 (very high). The mean quality rating was 3.71.

NOTE: Data in this table were weighted using the inverse of the probability of selection for each sampled change component to allow generalization to all change components reported by grantees. Relevance/usefulness composites are based on ratings from Courses or Classes and Training Units or Modules components only.

SOURCE: Expert panel reviews, conducted July through October 2010.

1. Introduction

The *Personnel Development Program to Improve Services and Results for Children with Disabilities* is authorized under Section 662 of the Individuals with Disabilities Education Act (IDEA) and is known as the Personnel Development Program (PDP). The PDP is administered by the U.S. Department of Education's (ED's) Office of Special Education Programs (OSEP) in the Office of Special Education and Rehabilitative Services. The program's purposes are (1) to help address state-identified needs for highly qualified personnel in special education, related services, early intervention, and regular education to work with children with disabilities and (2) to ensure that those personnel have the skills and knowledge needed to serve these children. The PDP provides training grants to institutions of higher education (IHEs) to support their efforts to directly prepare teachers, related services personnel, and leadership personnel. The PDP also funds a series of National Centers that indirectly support the preparation of personnel through capacity-building and the development of evidence-based products and services.

ED's Institute of Education Sciences (IES) is authorized by Section 664 of IDEA to conduct evaluations of the implementation and impact of programs supported under IDEA. In 2007, IES awarded a contract to Westat to conduct a descriptive evaluation of the PDP through two distinct substudies—a substudy of PDP National Centers and a substudy of PDP training grant applicants. This chapter provides background on the program. Chapter 2 of this report describes the design for the substudy of PDP National Centers, and chapters 3 and 4 present the corresponding findings overall and by center. Chapter 5 presents the design for the substudy of PDP training grant applicants, and chapter 6 presents the corresponding findings.

History and Structure of the Personnel Development Program

Federal funding for the preparation of special education personnel began in 1958 with passage of Public Law (P.L.) 85-926, the Education of Mentally Retarded Children Act. In 1975, P.L. 94-142—the Education of All Handicapped Children Act (commonly known as EHA)— called for a free appropriate public education for all children with disabilities ages 3 through 21. EHA required grant applicants to OSEP for special education personnel preparation grants to demonstrate that their proposals would meet needs identified in their respective state's 3-year plans for comprehensive systems of personnel development (Fiore et al. 2001). With the establishment of ED in 1979 by the Department of Education Organization Act (P.L. 96-88), the Personnel Preparation Program (PPP) was administered by the Division of Personnel Preparation within OSEP (Campeau, Appleby, and Stoddart 1987). Reauthorization of EHA in 1990 resulted in the newly named IDEA.

When IDEA was reauthorized in 1997 (P.L. 105-17), the PPP became focused on grants for leadership personnel and personnel preparation to educate and support children with low-incidence or high-incidence disabilities. Grant applicants were still required to address state-identified needs. The 1997 reauthorization of IDEA included a new requirement that students funded through PPP grants work in that field for 2 years for every year of support they received.

The 2004 reauthorization of IDEA (P.L. 108-446) renamed the PPP as the Personnel Development Program (PDP). Priority areas for the direct preparation of personnel were organized into two priorities for fiscal year (FY) 2005 training grant competitions: (1) a Leadership priority area, and (2) a Combined priority area for training personnel with a focus on Low-Incidence disabilities, High-Incidence disabilities, Early Intervention and Early Childhood programs, Related Services, and Minority Institutions. In FY 2007, the High-Incidence focus area was removed from Combined and replaced with a new priority area for Special Education Preservice Training Improvement Grants. The new priority placed an emphasis on "highly qualified teacher requirements," focused on improvement of preservice training programs themselves, and, unlike the other priorities, prohibited rather than required scholar stipends.

In addition to training grants based on priorities for direct personnel preparation, there have been one-time or recurring PPP/PDP grants to provide indirect support for personnel preparation. The development of these National Centers was motivated by a need for research, technical assistance, or personnel preparation resources. Centers have provided a variety of national capacity-building products and services to a variety of audiences, such as current and future researchers; trainers and consultants in various disability fields; and special education leaders at the national, state, and local levels.

When federal funding for personnel preparation began in 1958, $1 million in current year dollars were authorized. Between FY 2005 and FY 2012, appropriations for the PDP have been between $88 and $91 million each year; FY 2012 funding was $88.3 million (figure 1.1).

Figure 1.1: Annual appropriations for the Personnel Development Program: FY 2005 through FY 2012 (in millions of current US dollars)

Appropriations in millions of US $
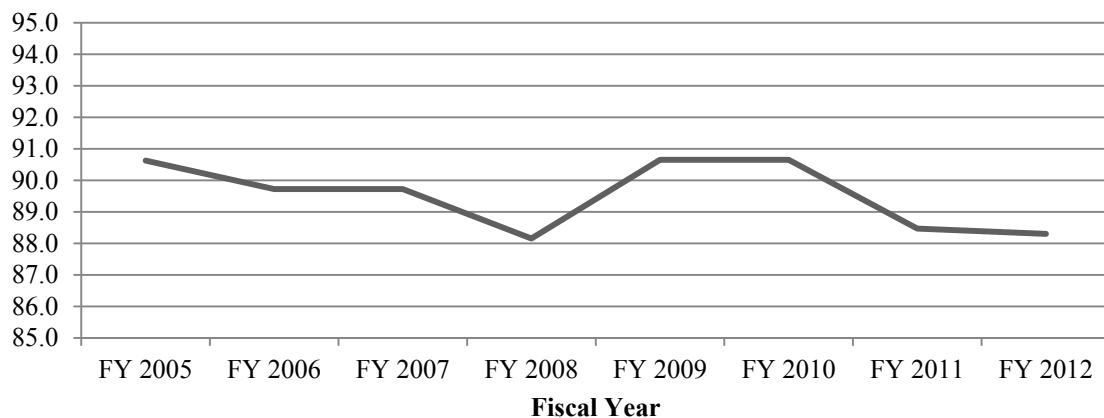
FIGURE READS: During FY 2005, $90.6 million was appropriated for the PDP.
NOTE: Current dollars are provided, unadjusted for inflation.
SOURCE: U. S. Department of Education Congressional Actions Appropriations tables for FY 2005 through FY 2012, accessed via http://www2.ed.gov/about/overview/budget/news.html, last modified 02/13/2012.

The substudies of PDP National Centers and PDP training grant applicants focused on grants supported in FY 2006 or FY 2007. This timeframe allowed sufficient time for PDP grantees to develop products and services that could be described by the evaluation study team and evaluated through expert panel review of documents and other materials. Across these fiscal years, OSEP disbursed $173.5 million (figure 1.2). Of this total, 93 percent ($161.3 million) was disbursed in training grants, and 7 percent ($12.2 million) was disbursed for National Center grants, including both new grants and continuing grants.

Figure 1.2: Disbursement of PDP funding, by type of grant: FY 2006 and FY 2007 (in millions of current US dollars)

FIGURE READS: During FY 2006, OSEP disbursed a total of $85.8 million in PDP grants. $18.2 million was disbursed to new training grants, $61.4 million to continuing training grants, $2.6 million to new center grants, and $3.5 million to continuing center grants.

NOTE: Calculations are based on actual funding disbursed for (1) new training grants awarded in FY 2006 and FY 2007, (2) new center grants awarded in FY 2006 and FY 2007, and (3) continuing center grants awarded in FY 2002 through FY 2005. Calculations for continuing training grants awarded in FY 2002 through FY 2005 are based on projected funding based on original awards. Not included in the figure is an additional $0.500 million that was disbursed by the PDP in new grants in FY 2007 under the category "Unsolicited."

SOURCE: ED Grant Award Database, OSEP Discretionary Grants database, *Federal Register* Online via U.S. Government Printing Office Access.

During the FY 2006 and FY 2007 competitions, OSEP reviewed 269 training grant applications each year. Thirty percent of reviewed applications were awarded new grants in FY 2006, and 41 percent were awarded new grants in FY 2007 (table 1.1).

Table 1.1:   PDP training grant applications and awards, by PDP priority/focus area: FY 2006 and FY 2007

	FY 2006	FY 2007
Number of PDP training grant applications reviewed		
All priority/focus areas	**269**	**269**
Leadership	84	75
Combined	185	158
Early Intervention/early Childhood	*21*	*26*
Low Incidence	*25*	*44*
High Incidence	*58*	*†*
Related Services	*44*	*33*
Minority Institutions	*37*	*55*
Preservice Improvement (High Incidence)	†	36
Percentage of applications awarded new grants		
All priority/focus areas	**30%**	**41%**
Leadership	26	32
Combined	32	40
Early Intervention/Early Childhood	*52*	*58*
Low Incidence	*52*	*41*
High Incidence	*22*	*†*
Related Services	*25*	*45*
Minority Institutions	*30*	*27*
Preservice Improvement (High Incidence)	†	61

TABLE READS: Of the 269 applications for PDP training grants reviewed in the FY 2006 competition, 30 percent were awarded new grants.

† Priority/focus area is not applicable for the given fiscal year.

SOURCE: OSEP PDP application slates for FY 2006 and FY 2007.

In academic year (AY) 2005-06, 338 personnel preparation programs existed nationally that had certificates/degrees and focus areas of relevance to the PDP Leadership priority area (table 1.2). Approximately 25 percent of these training programs applied to the FY 2006 PDP Leadership competition, and approximately 7 percent received PDP awards. For the Combined/Preservice Improvement competition, approximately 5 percent of 3,914 relevant programs applied and approximately 2 percent were funded.

In addition to grants for the direct preparation of personnel, OSEP awarded 14 grants for the development of PDP National Centers between FY 2001 and FY 2007 (table 1.3). Total funding to be awarded for these centers throughout their funding cycles was $50.2 million.

Table 1.2: Personnel preparation programs in the U.S. relevant to PDP priority areas and the representative percentage of programs that applied for and received PDP grants, by PDP competition: FY 2006 and FY 2007

Relevant PDP competition	Number of relevant existing programs in U.S. in the corresponding academic year	Percent of relevant existing programs that applied to the relevant PDP competition	Percent of relevant existing programs that received grants through the relevant PDP competition
FY 2006 Leadership	338	24.9%	6.5%
FY 2006 Combined	3,770	4.9	1.6
FY 2007 Leadership	351	21.4	6.8
FY 2007 Combined/ Preservice Improvement	3,914	5.0	2.2

TABLE READS: For the PDP FY 2006 Leadership competition, there were 338 existing personnel preparation programs in the U.S. in AY 2005-06 with relevant certificates/degrees and focus areas. The number of programs that applied to the PDP FY 2006 Leadership competition represented 24.9 percent of existing programs; the number that received grants represented 6.5 percent of existing programs.

NOTE: Personnel preparation programs were coded according to the 2000 taxonomy of the Classification of Instructional Programs (CIP), a detailed coding system for postsecondary instructional programs (http://nces.ed.gov/ipeds/about/).

SOURCE: U.S. Department of Education's Integrated Post-secondary Education Data System (IPEDS).

Table 1.3: PDP center grant awards and funding: FY 2001 through FY 2007

Fiscal year	Number of new center grants awarded	Total funding to be awarded throughout grants (in millions of dollars)[1]
2001-07	**14**	**$50.2**
2001	1	4.2
2002	5	16.4
2003	0	0
2004	1	4.6
2005	0	0
2006	4	14.5
2007	3	10.5

TABLE READS: During FY 2001 through FY 2007, OSEP funded 14 new PDP National Centers, awarding a total of $50.2 million in new center grants.

[1] Calculated based on the maximum total funding available for each grant throughout its funding cycle, as opposed to incremental funding in any single fiscal year. Current dollars are provided, unadjusted for inflation.

SOURCE: ED Grant Award Database, OSEP Discretionary Grants database.

2. Design for the Substudy of PDP National Centers

For the substudy of PDP National Centers, the evaluation study team (1) documented the products and services generated by 12 National Centers funded by the PDP between FY 2001 and FY 2007 and the costs of the development and dissemination of those products and services, and (2) assessed the quality and relevance/usefulness of a sample of those products and services. For each of the 12 centers, data were collected through (1) a review of relevant extant data, (2) an inventory of center products and services, (3) an interview with the center director, and (4) expert review of a sample of center products and services. Table 2.1 lists the research questions for this study, along with the sources of data and analyses for each question.

Table 2.1: **Research questions, data sources, and analyses for the substudy of PDP National Centers**

Research question	Data sources	Analyses
1. What products were developed and services provided by the PDP National Centers funded between FY 2001 and FY 2007, and at what cost?	Review of extant data, inventories of products and services, interviews with center directors.	Description of the purpose, audience, and funding of each center. Categorized list of products developed and services provided by each center, with associated costs. Cross-center summary and center-specific analyses.
2. What were the quality and relevance/usefulness of documented materials and technical assistance (TA) provided by PDP National Centers funded between FY 2001 and FY 2007?	Rubric-based reviews, by expert panel, of a sample of center products and services produced with grant funding.	Ratings of quality and relevance/usefulness of a sample of materials developed and services provided, along with estimates of inter-rater agreement. Means and distributions of ratings. Cross-center summary and center-specific analyses.

Selection of Centers

OSEP funds PDP National Centers to support the preparation of special education and related personnel by (1) enhancing the knowledge base through research or the organization of existing knowledge for specific audiences, (2) developing evidence-based products and services, and (3) providing TA. The substudy of the PDP National Centers focused on centers that were actively funded, or in no-cost extension status, at the time that the study began in 2007. Between FY 2001 and FY 2007, OSEP funded 14 PDP National Centers. These centers were organized around a variety of priorities, including providing support to states, districts, and schools; facilitating the preparation of practitioners and researchers; and enhancing evidence-based practice around specific disability areas such as autism and visual impairment (table 2.2).

Table 2.2: Overview of PDP National Centers funded in FY 2001 through FY 2007

Center name and purpose	Grantee	Intended audience	Funding period	Funding amount
The IDEA and Research for Inclusive Settings Center for Faculty Enhancement (IRIS-I): Designed to assist college faculty to better prepare general education teachers, administrators, school counselors, and school nurses who have key roles in educating students with disabilities through the provision of online modules and course enhancement materials.	Vanderbilt University	Institution of higher education (IHE) faculty and staff	2001-06 (no-cost extension through 7/2007)	$4,249,995
Carolina Interdisciplinary Large-Scale Policy Research Training Center (CILSPRT): Designed to prepare special education doctoral students and postdoctoral fellows to conduct large-scale and longitudinal policy studies under the guidance of interdisciplinary faculty and research partners.	University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute	Doctoral students and postdoctoral fellows	2002-06 (no-cost extension through 9/2007)	$1,649,846
***Policy Leadership Training in Conducting Large-Scale Special Education Research**: Designed to support doctoral students and post-doctoral fellows to conduct large-scale research in special education through interdisciplinary coursework and mentored internships.*	*University of Maryland*	*Doctoral students and postdoctoral fellows*	*2002-06 (no-cost extension through 9/2007)*	*$1,750,000*
Center for Improving Teacher Quality (CTQ): Designed to assist states in improving the preparation, licensing, and ongoing professional development (PD) of teachers of students with disabilities through the development and implementation of state action plans.	Council of Chief State School Officers	State agency and IHE personnel	2002-07	$4,983,285
Center for Early Childhood Education/Early Intervention Personnel Preparation (EI/ECSE): Created to inform EI/ECSE personnel preparation policy and practices at all levels through the collection, synthesis, and analysis of information on certification and licensure, personnel preparation, and supply and demand and the implementation of research in these areas.	University of Connecticut	IHEs; local, state, and national governments	2003-007	$2,961,124

Table 2.2: Overview of PDP National Centers funded in FY 2001 through FY 2007 (continued)

Center name and purpose	Grantee	Intended audience	Funding period	Funding amount
Professional Development in Autism Center (PDA): Designed to increase the capacity of local school districts to meet the needs of students with Autism Spectrum Disorder (ASD) through regional and national training, technical assistance (TA), and education materials.	University of Washington	State, district, and school staff	2003-07	$5,049,993
National Center for Leadership in Visual Impairments (NCLVI): Designed to increase the number of doctoral graduates in special education with an emphasis in visual impairment (VI) and enhance the training of those VI doctoral students through the development of a community of practice among a consortium of 14 universities.	Pennsylvania College of Optometry; transferred to Salus University	Doctoral students	2004-09	$5,054,671
Interdisciplinary Training in Analysis of Large-Scale Databases Center (ITALD): Designed to increase the number of individuals qualified to conduct analyses of large-scale datasets related to children and youth with disabilities by recruiting, selecting, and retaining doctoral students and providing an array of coursework and internships.	University of Maryland	Doctoral students	2006-11	$2,499,576
IDEA and Research for Inclusive Settings Center for Training Enhancements (IRIS-II): Designed to assist college faculty and PD providers in the preparation of high-quality personnel in inclusive settings through the provision of free, online training enhancements.	Vanderbilt University	PD providers and IHE faculty	2006-11	$6,750,000
National Institute for Urban School Improvement Principal Leadership Academies Initiative (NIUSI-PLAN LeadScape): Designed to assist school principals nationwide in developing and implementing inclusive schools to ensure that students with and without disabilities meet or exceed state academic standards, through the use of annual forums, provision of evidence-based professional learning modules and on-site coaching, and dissemination of materials.	Arizona State University, transferred to University of Arizona	District and school personnel, especially principals	2006-11	$1,424,999

Table 2.2: Overview of PDP National Centers funded in FY 2001 through FY 2007 (continued)

Center name and purpose	Grantee	Intended audience	Funding period	Funding amount
National Professional Development Center on Inclusion (NPDCI): Created to assist states in increasing the number of high-quality personnel serving preschoolers with disabilities in inclusive settings by providing ongoing PD, training, and TA.	University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute	State and local early childhood agency administrators; faculty and PD providers; practitioners; families	2006-11	$2,372,165
The Center to Mobilize Early Childhood Knowledge (**CONNECT**): Designed to assist faculty and PD providers to prepare highly qualified personnel in special education, related services, early intervention, and early care and education to work with young children with disabilities and their families, through the use of web-based learning modules and provision of TA.	University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute	Faculty and PD providers	2007-12	$2,998,870
National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP): Designed to recommend policies and practices that improve beginning special education teacher retention and provide teachers with the knowledge and skills to effectively support students with disabilities, through research on teacher induction and mentoring and provision of targeted TA.	University of Florida	IHEs; state and local education agencies; building administrators	2007-12	$2,500,000
***National Professional Development Center on Autism Spectrum Disorders**: Designed as a multisite project to promote the use of evidence-based practices for children and adolescents with ASD by providing training and TA to states to increase state capacity to support practitioners and deliver services for children and youth with ASD and their families.*	*University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute*	*State, district, and school staff; practitioners; families*	*2007-12*	*$5,000,000*

Table 2.2: Overview of PDP National Centers funded in FY 2001 through FY 2007 (continued)

TABLE READS: The IDEA and Research for Inclusive Settings Center for Faculty Enhancement (IRIS-I), based on a PDP grant awarded to Vanderbilt University, was designed to assist college faculty to better prepare general education teachers, administrators, school counselors, and school nurses who have key roles in educating students with disabilities through the provision of online modules and course enhancement materials. The intended audience included IHE faculty and staff. The center was funded from 2001-06 at a total amount of $4,249,995.

NOTE: The two PDP National Centers listed in this table in italics were funded between FY 2001 and FY 2007, but were not included in in-depth data collection for the evaluation because of their similarity to two other National Centers.

SOURCE: Center grant applications provided by the Office of Special Education Programs (OSEP), U.S. Department of Education, and the Online Discretionary Grants Public Database accessed through the OSEP Technical Assistance and Dissemination Network.

Two centers funded during the FY 2001 to FY 2007 time period were not included in the in-depth analysis for this study. The *National Professional Development Center on Autism Spectrum Disorders*, which was newly funded at the University of North Carolina in 2007, was not included in the study because a sufficient quantity of products was not likely to be available in time for inventory and review in 2010. The prior autism-focused center, the Professional Development in Autism Center at the University of Washington, was continuing activities with a no-cost extension in 2008 and was included in the study. The second center not included in the study was *Policy Leadership Training in Conducting Large-Scale Special Education Research*, which was the precursor to the center for Interdisciplinary Training in Analysis of Large-Scale Databases. Both were housed at the University of Maryland, with the same project director and mission, and funding for the two grants overlapped; the latter grant was judged by the evaluation study team to be sufficiently representative of the work of both centers.

Review of Extant Data

The evaluation study team reviewed select materials related to the PDP center grant program and to the National Centers themselves to inform the design of the evaluation and development of data collection instruments. This review included the extraction of information from OSEP grant priorities, successful center grant applications, project mid-course reviews ("3+2" materials), grant performance reports, and websites and other publicly available center products and materials. The extant data were used (1) to prepare for interviews with center directors, (2) to guide development of rubric indicators for the expert panel review, and (3) to prepare descriptions of each center in combination with information from interviews with center directors. In addition, we gathered extant data from the ED Grant Award Database and the online Discretionary Grants Public Database, accessed through the OSEP Technical Assistance and Dissemination (TA&D) Network website, and analyzed for the number of National Center grants awarded from FY 2001 through FY 2007 and the total funding awarded throughout grant funding cycles.

Inventory of National Center Products and Services

Between August 2008 and March 2010, we contacted the directors of each of the 12 National Centers selected for the in-depth study and asked them to complete a standardized questionnaire (referred to here as an inventory and included as appendix B) to describe each

product or service distributed or prepared using PDP grant funds. A product or service was defined as a single activity or group of closely related activities designed to achieve a specific outcome for a specific audience. We asked center directors to provide a description of each product and service developed using grant funds, the presentation medium, approximate cost,[7] and beginning and end dates for availability.

The inventory asked center directors to identify up to 10 percent of the center's products or services as *signature works*. The evaluation study team reasoned that, because the percentage of products and services that were to be reviewed by experts was relatively small, it was useful, instead of drawing a simple random sample of products and services, to give centers an opportunity to identify what they considered their most important PDP-supported work, so that those works could be oversampled. The protocol for obtaining an inventory of National Center products and services defined signature works as products or services that met the following criteria:

- prominent in terms of the proportion of the National Center's effort;
- exclusively or nearly exclusively a product of the National Center's efforts;
- predominately supported by PDP grant funds; and
- met a critical need in the field or to the class of customers served.

We piloted the inventory of National Center products and services with the IRIS-I center in September 2008 and the CILSPRT center in January 2009. We selected these two centers because their funding periods (including no-cost extensions) had ended in 2007 and their product lists would be complete. Based on feedback from participants, we made minor wording changes, and remaining inventories were administered from November 2009 through March 2010. We obtained product cost information for IRIS-I during this latter period of time, but we were unable to obtain cost information for CILSPRT. In general, with the exception of the pilots, the inventory was complete before the center director interview but was not finalized until after that interview, since the interview provided an opportunity to resolve questions regarding the inventory.

Inventory data from all 12 centers served as the basis for analysis. We analyzed inventory responses to generate a categorized list of products and services, with associated costs, for each center as well as across all centers. Initial inventories of products and services were reviewed by members of the evaluation study team before the interviews with center directors, and clarifications were sought during the interviews. In particular, we worked with center directors to group or ungroup items into products or services that could stand alone and were amenable to the expert panel review process. Once the lists of products and services were finalized, we developed codes for product type. Two members of the evaluation study team independently coded products based on data reported on inventories from the first two centers. They then compared codes and reconciled any differences to arrive at consensus. One team member then coded the products from five centers based on data reported on inventories, while another team member

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[7] Center directors were asked to "estimate the cost, in dollars, of developing and delivering the product or service," including overhead. They were instructed to make the estimates "as accurate as reasonably possible" but not to "complete a detailed audit of costs per product." They were also instructed that the sum of costs for all the Center's products and services "should approximate total expenditures to date, excluding costs for the Center's external evaluator." For more details, see appendix B.

coded the products for the other five centers. Throughout the coding of products for these remaining 10 centers, the two team members conducted regular meetings to discuss any items in question and come to consensus on the product code when necessary. Counts and distributions of products and services, with associated costs, were generated within product types.

Limitations of the Inventory of Products and Services

Funding cycles for the centers ranged from 2001-06 to 2007-12. For six of the centers, the evaluation focused on all products and services generated during the life of those centers; for the other six centers, the evaluation focused on products and services generated by the time of data collection, before the end of those grants. Consequently, the inventory of products and services did not cover the full period of the grants for half of the National Centers included in the evaluation.

Readers are also cautioned that the costs associated with products and services are based on estimates provided retrospectively by the centers rather than a detailed audit of costs per product. Additionally, the cost estimates do not reflect costs for all products or services developed by the six centers that continued operations after the time of data collection. Finally, only 10 of the 12 centers were able to provide costs, and the products and services for which they provided costs represented only 51 percent of the products and services the 12 centers identified.

Interviews with National Center Directors

Between August 2008 and March 2010, we conducted semi-structured telephone interviews with the directors of 12 National Centers. Interview protocols (included as appendix A) were piloted with the IRIS-I center in August 2008 and the CILSPRT center in December 2008. As was the case for the pilot inventories, we selected these two centers because their funding had ended in 2007 and their center activities would be complete. Based on feedback from participants, minor wording changes were made to the protocols, and the remaining interviews were conducted from December 2009 through March 2010. In the interviews with center directors, we asked respondents to describe
- the center's goals and objectives;
- the center's organizational structure and staffing;
- types of center products, services, or activities used the least/most extensively;
- the ways in which the work of the center was a continuation of work done previously; and
- obstacles and challenges that the center faced in completing the proposed work.

Additionally, as noted above, with the exception of the two pilot centers, members of the evaluation study team reviewed completed inventories of products and services before the interviews. Clarifications were sought during the interviews, and the inventories were revised when necessary, following the interviews.

Interview data from all 12 centers served as the basis for analysis. Members of the evaluation study team read through the interview data, organized the data, and highlighted information to create an abstract on each center. The abstracts were provided to members of the

review panels for the National Centers to orient them to the overall work of the centers and thus to provide context for their review of products and services. To avoid biasing the review, the abstracts did not provide any specific descriptions of the products or services.

Expert Review of National Center Products and Services

An expert panel conducted rubric-based reviews of a sample of center products and services produced with PDP grant funding.

Sampling and Collection of Center Products and Services

Data from the inventory of National Center products and services were the basis for selecting a sample of each center's products for expert panel review. From each of the 12 centers, the evaluation study team sampled up to 10 products developed with grant funding, including signature works, which were sampled in a separate stratum (up to 3 sampled). To develop a sampling frame, we removed from the inventory products that were unsuitable for panel review. These included websites, including activities facilitating website use, and promotional materials about the availability of TA services, as well as outreach, recruitment, and networking activities. We used a random number generator to sample products from the lists of signature and nonsignature works for each center, if the frame included more than the required number of products in the signature or nonsignature stratum. Centers varied in the types of products they generated and the number of products of each type, and not every center listed 10 products or 3 signature works. As a result, the sample of products reviewed for each center was unique in type as well as in content. If a combined signature/nonsignature frame included 10 or fewer products, all the products were selected. We collected materials between February and April 2010.

Once the initial sample products were collected, we again screened the suitability of products for rubric-based panel review. If a sampled product was deemed unsuitable for review, the next product from the randomized list was selected as a replacement. Products were not reviewed by expert panels for reasons that included the following: missing or insufficient documentation in the judgment of the evaluation study team (for example, a PowerPoint presentation only); lack of stability of documentation (as in the case of a website as the only documentation); a paper for which a National Center staff member was not the first author listed; submission of promotional materials; submission of internal planning documents; or the bundling of a product with another product, making a distinct review infeasible.

Once the final 101 National Center products were selected for review, we asked center staff to provide further information on sampled products or services, including evidence of need, reasoning behind the design, and evaluative information. Following the collection of the final sample products, a member of the evaluation study team who had not previously participated in the coding reviewed the product codes for all sampled products based on the actual products received. This team member disagreed with the codes of seven of the products, representing 93 percent agreement. All evaluation study team members who had participated in coding discussed the instances of disagreement, reached consensus, and applied final product codes. Expert panelists reviewed 101 products (10 products from each of seven centers, 8 products from each

of two centers, and 5 products from each of three centers) representing 13 percent of all reported products. Fifteen of these products were signature works.

Review Panels for National Centers

The evaluation study team recruited 36 experts with relevant content expertise to serve on three-person review panels for the 12 National Centers. Panelists were selected to have knowledge regarding (1) the content on which the centers focus; (2) appropriate processes for effecting changes in, or imparting knowledge to, the adults who are the centers' target audiences; and (3) the relevance and usefulness of the products and services provided by the centers. We identified panelists through literature searches, recommendations made by members of the evaluation study team and IES staff, and recommendations from potential panelists regarding fellow experts. Each potential panelist was identified, recruited, and assigned to review a particular center based on expertise relevant to the work of that specific center. Review panel members came from academia, state educational agencies, and consulting firms. Members were screened to prevent conflicts of interest in the rating of centers.

In March 2010, the evaluation study team trained all review panel members on the review process and the rubrics. The specific purposes of the training were to inform panelists about their roles and responsibilities, provide an overview of the review process, and enhance the reliability of the ratings. Panelists reviewed the indicators and anchors of the scoring rubrics, practiced scoring sample products collected from pilot centers using the rubrics, debriefed with their fellow panelists, and practiced reconciliation with their colleagues when ratings differed. Panelists also provided feedback on the content of the rubrics. Thirty-four panelists attended a daylong, in-person training; two panelists were trained via conference call.

A total of 101 products were reviewed and rated, up to 10 from each center. One hundred products were each reviewed by three experts, while one product was rated by two of the three experts assigned to the relevant center because the third expert had a conflict of interest for that product. The 302 product reviews took 2.5 hours each, on average, with another hour on average for resolution of discrepant ratings on a portion of products. Overall, panelists required an average of 26 hours to complete their review process work. Adding 8 hours per reviewer for training on the use of the rubrics, the typical reviewer committed 34 hours to the process. Reviews were conducted from May through September 2010.

Rubrics to Rate Center Products and Services

Panelists used quantitative instruments (included as appendix C) developed by the evaluation study team to rate sampled products and services along two dimensions: content quality and relevance/usefulness. Because OSEP defined a different content focus for each National Center, individual rubrics were developed for each of the 12 centers included in the evaluation. For each center, the same rubric was used to rate all of the products reviewed. All of the rubrics were linked to research in the relevant content areas and were reviewed by Technical Working Group (TWG) members advising the evaluation study team and having corresponding content expertise. Eleven of the rubrics were based on the expectations for the center stated in the relevant grant priorities developed by OSEP. For these centers, we linked indicators within

the rubrics to the expectations and the application review criteria in OSEP's request for applications. One grant, NCLVI, was awarded based on an unsolicited proposal, which means no request for applications existed. The corresponding rubric, reviewed by members of the TWG, was based on rubrics for the other centers, especially CILSPRT.

For each center, all products and services submitted for expert panel review were rated along the dimensions of quality and relevance/usefulness using the center-specific rubric. The specific indicators of quality and relevance/usefulness varied by rubric. Each rubric included similar indicators that were expected to be found across centers (e.g., the product or service addresses a high-priority need), as well as unique indicators corresponding to the particular focus of that center (e.g., the product or service enhances efforts to understand, develop, or implement induction and mentoring policies and practices). The number of indicators varied by rubric, with the number of quality indicators ranging from 3 to 9 per rubric, and the number of relevance/usefulness indicators ranging from 3 to 6 per rubric. Across all 12 rubrics, there were 76 center-specific indicators of quality, and 55 center-specific indicators of relevance/usefulness.

Rubric development was informed through external review and testing. In February and March 2010, we piloted two draft rubrics. For that pilot, two members of the TWG reviewed the rubrics in general and in reference to their application with sample products. These TWG members were selected based on their relevant expertise in instrumentation and content areas. Each of the pilot reviewers used the relevant draft rubric for that center to rate two sample products collected from grantees. They submitted their completed rubrics and provided written feedback with regard to the (1) clarity and appropriateness of the indicators and dimensions for evaluating the center products, (2) utility of the 5-point scale, (3) difficulty of applying ratings at the product/service level, (4) use of "not applicable" (NA) as a rating option, and (5) use of reviewer comments on ratings. We used interviews with the pilot reviewers to assess their understanding of the rubrics and rationale for their ratings. These interviews informed revisions to the rubrics.

During the March 2010 training of review panel members, panelists practiced scoring sample products using the appropriate rubric for each center and provided feedback on rubric content and applicability. Panelists discussed each indicator and anchor for their respective center and recommended any necessary modifications. This feedback was used to further refine the rubrics and prepare them for use in the evaluation. Products used for the development and piloting of the rubrics were not those sampled for the actual study. Thus, no scores obtained during rubric development or piloting were used in the analysis.

Final rubrics shared a similar format across centers consisting of (1) quality and relevance/usefulness dimensions; (2) indicators rated on a 5-point scale, with 1 being the lowest rating and 5 being the highest; (3) availability of NA for indicators for a given product; (4) provision of anchor descriptions for scores of 1, 3, and 5; (5) an indicator-specific comment field provided to justify NAs and to record raters' notes; and (6) a general comment field provided to indicate uncertainty about a rating or to note strengths or weaknesses not linked to a specific indicator.

Analysis of Review Panel Data

Expert panel members rated 101 selected products on a series of indicators grouped into two dimensions: quality and relevance/usefulness. Data were derived from expert ratings of 15 signature products and 86 nonsignature products using 76 quality indicators and 55 relevance/usefulness indicators. The number of indicators varied by center. Each product was rated by three experts. One panelist was exempt from rating one product due to a predetermined conflict of interest. If individual experts decided that a particular indicator was not applicable to a particular product, they did not rate that indicator (and checked NA). One product was given NA for 13 out of 18 indicator-level ratings for relevance/usefulness after reconciliation, and was not included in analyses for that dimension. The result was a total of 2,986 ratings: 1,699 ratings on indicators of quality and 1,287 ratings on indicators of relevance/usefulness. Broken out by signature status, the process generated 463 ratings of signature products (247 quality, 216 relevance/usefulness) and 2,523 ratings of nonsignature products (1,452 quality, 1,071 relevance/usefulness). We calculated quality and relevance/usefulness means as the sum of all quality or relevance/usefulness ratings divided by the number of ratings. Quality and relevance/usefulness means were calculated by signature status, by product type (i.e., briefs or short reports; conferences, institutes, or workshops; intensive, focused TA; etc.), and by center. Additionally, we calculated, by signature status and by center, the distributions of quality and relevance/usefulness ratings as the percentage of indicator-level ratings at each scale value.

Inter-rater Agreement for the Review Panels for the National Centers

The evaluation study team used Rwg(j) (James, Demaree, and Wolf, 1984) as an index for estimating the inter-rater agreement of the expert panel review of products and services and for identifying cases for reconciliation. Rwg(j) ranges from 0 to 1 and estimates the level of inter-rater agreement between judges who provide ratings for multiple items for each target (i.e., dimension). Indices were calculated based on uniform distribution assumptions, that is, raters who respond randomly to products have an equal chance of choosing each response option on the Likert scale. The following standards were used for interpreting Rwg(j) (LeBreton and Senter 2008): 0.00-0.30 (lack of agreement), 0.31-0.50 (weak agreement), 0.51-0.70 (moderate agreement), 0.71-0.90 (strong agreement), 0.91-1.00 (very strong agreement). Additional information on the Rwg(j) statistic is provided as appendix F.

Mean inter-rater agreements based on initial, independent ratings were 0.89 for quality (strong agreement) and 0.80 for relevance/usefulness (strong agreement), for an average Rwg(j) of 0.84 (strong agreement). Out of the 101 products that were reviewed, 9 had an Rwg(j) of less than 0.30 for quality, relevance/usefulness, or both. The evaluation study team convened a reconciliation session via conference call for a quality or relevance/usefulness rating of a product with an Rwg(j) below 0.30. Seven reconciliation calls were conducted with reference to products from six centers. Each call was facilitated by an evaluation study team researcher. Panelists discussed the strengths and weaknesses of the product in question and provided rationales for their specific ratings on those indicators with the lowest agreement. Experts had the opportunity to revisit their ratings and resolve discrepancies, although there was no requirement to reach consensus during the reconciliation process. Within 3 business days following the reconciliation call, panelists informed the evaluation study team via email of any revised ratings or that no

changes were being made. Following the reconciliation process, three products had an Rwg(j) of less than 0.30 on quality, relevance/usefulness, or both. Mean inter-rater agreements were increased to 0.91 for quality (very strong agreement) and 0.84 for relevance/usefulness (strong agreement), for an average post-reconciliation Rwg(j) of 0.88 (strong agreement).

As noted above, expert panel reviewers were given the option of choosing NA for a specific indicator if they believed that indicator was not applicable to a specific product. When NAs were used, panelists were asked to provide an explanation. We examined the prevalence of NAs to determine whether the rubrics were successful in capturing the quality and relevance/usefulness of products during independent review. Analysis of the item-level rating data found that fewer than 10 percent of indicators were checked as NA. Thus, most reviewers found that the items on the provided rubrics were applicable to particular products. In addition, binary analyses using Rwg(j) showed that NAs were generally consistent; that is, reviewers tended to agree whether particular items were applicable or not to a given product.

Limitations of Expert Panel Review of National Centers

Readers are cautioned that the expert panelist ratings of quality and relevance/usefulness of PDP National Center products and services only reflect sampled work for which review was feasible through the examination of documents or other media. These ratings do not reflect the quality or relevance/usefulness of products and services for which documentation was not available. In addition, the ratings do not represent National Center products or services after March 2010.

3. Summary Findings Across PDP National Centers

The substudy of PDP National Centers provides a descriptive analysis of 12 National Centers funded by the PDP between FY 2001 and FY 2007. The study addressed the following research questions:

- What products were developed and services provided by PDP National Centers funded between FY 2001 and FY 2007, and at what cost?

- What were the quality and relevance/usefulness of documented materials and TA provided by PDP National Centers funded between FY 2001 and FY 2007?

Data were gathered through (1) review of relevant extant data, such as grant priorities, winning grant applications, center websites, and progress reports; (2) interviews with center directors; (3) inventories of center products and services developed with grant funds; and (4) expert review of a sample of center products and services. Summary-level findings across centers are presented below. Findings for each National Center are provided in Chapter 4.

Products and Services Generated by PDP National Centers

As described in Chapter 2, for each of the 12 National Centers on which this evaluation focused, the center director submitted a comprehensive inventory of all the products and services developed to date with PDP funding. The directors identified 759 products and services (table 3.1), of which 356 (47 percent) were presentations or webinars, including invited presentations by center staff or center-affiliated scholars and center-produced events for information dissemination.

Ten centers were able to report costs for the development and dissemination of 386 products (table 3.1). Of the $19.5 million in total costs they reported, the largest share (48 percent) was for the provision of conferences, institutes, or workshops, and the second largest share (18 percent) was for web-based training modules and supporting materials. The cost figures must be viewed in light of the limitations to these data described in Chapter 2: Cost estimates do not reflect costs for all products or services developed by six centers that continued operations after the time of data collection, only 10 of the 12 centers were able to provide costs, and the products and services for which costs were provided represent only 51 percent of the products and services the 12 centers identified. Despite the missing data, the relative proportion of costs may be representative because 87 percent of the missing data are in two product types (presentations or webinars; research papers, articles, dissertations, or book chapters) where costs per product/service were relatively low.

Table 3.1: PDP National Center products and services, with reported costs and percentage of reported costs, by type of product

Product type	Number of products[1]	Number of products with cost information	Reported costs[2]	Average cost per product	Percent of reported costs
All products	**759**	**386**	**$19,509,083**	**$50,542**	**100**
Briefs or short reports	71	47	301,246	6,409	2
Conferences, institutes, or workshops[3]	88	69	9,341,040	135,377	48
Intensive, focused technical assistance (TA)[4]	9	9	825,240	91,693	4
Materials supporting universal TA[5]	11	11	1,357,937	123,449	7
Presentations or webinars[6]	356	151	619,730	4,104	3
Research papers, articles, dissertations, or book chapters	147	27	230,975	8,555	1
University courses, programs, or training models	5	4	1,100,770	275,193	6
Web-based training modules, including supporting materials	56	56	3,435,091	61,341	18
Websites, including activities facilitating website use	8	6	1,852,371	308,729	9
Other products or services[7]	8	6	444,683	74,114	2

TABLE READS: Across the PDP National Centers, a total of 759 products had been developed by the time of data collection, with a total reported cost of $19.509 million and average cost of $50,542 for 386 of these products.

[1] Six centers were still active at the time of data collection. Counts of products and services in this table include only those developed by the time of data collection.

[2] Ten of the 12 centers were able to report costs for some or all of their products/services. Costs associated with monetary support for scholars are not included in this table.

[3] Included center-produced events for the purposes of training recipients, providing general TA, or disseminating information to targeted recipients.

[4] Involved an individualized, ongoing relationship between the center and the TA recipient.

[5] Included products developed for individuals' independent use through their own initiative. Does not include products counted in other categories that may also serve TA purposes, such as briefs, institutes, presentations, etc.

[6] Included individual, invited presentations by center staff or center-affiliated scholars, as well as individual, center-produced events for information dissemination.

[7] Products and services categorized as "other" included promotional and informational materials about center products/services, as well as outreach, recruitment, and networking activities.

SOURCE: Inventory of products and services collected from two center directors in September 2008 and January 2009, and remaining center directors November 2009 through March 2010 (appendix A).

Panel Ratings of National Center Products and Services

In the summer of 2010, expert review panels reviewed 101 products/services selected across the 12 centers. Up to 10 products/services were reviewed per center, and up to 3 of these could be signature works. Signature works, if identified by the center in its inventory, were sampled at a higher rate than nonsignature works. Because sufficient materials were not available from the centers to make the review of all sampled products feasible, the products reviewed do not represent the full inventory of each center's signature or nonsignature products. Each product was rated by three panelists[8] with relevant content expertise using center-specific rubrics containing a series of indicators grouped into two dimensions—quality and relevance/usefulness. Rating values ranged from 1 (very low) to 5 (very high). The number of products sampled varied by center, and the number of indicators for quality and for relevance/usefulness used for the review varied based on the rubric for each center.

For the 15 reviewed products identified by center staff as signature works, 77 percent of the quality ratings and 82 percent of the relevance/usefulness ratings for the signature products were high or very high (figure 3.1). Across the 86 nonsignature products, 73 percent of quality ratings and 68 percent of relevance/usefulness ratings were high or very high. These ratings do not generalize to center products or services that lacked sufficient documentation for review, such as projects represented only by websites or PowerPoint presentations.

Among the 15 signature products sampled for expert panel review, mean ratings overall (table 3.2) exceeded the threshold for "high" (4.0) for both quality (mean = 4.13) and relevance/usefulness (mean = 4.25). Four out of seven types of signature products had mean ratings of 4.0 or above for both quality and relevance/usefulness: briefs or short reports; conferences, institutes, or workshops; university courses, programs, or training models; web-based training modules. For the 86 nonsignature products sampled for expert panel review, mean ratings overall exceeded the threshold for "high" for quality (mean = 4.11, median = 4.0) and exceeded the threshold for "moderate" (3.0) for relevance/usefulness (mean = 3.91). Three out of eight types of nonsignature products had mean ratings of 4.0 or above for both quality and relevance/usefulness: materials supporting universal TA; university courses, programs, or training models; web-based training modules.

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[8] One panelist was exempt from rating one product due to a predetermined conflict of interest.

Figure 3.1: Distribution of expert panelist ratings (on a 5-point scale, with 5 being the highest) of quality and relevance for signature and nonsignature products/services of 12 PDP National Centers

Percent

Signature products/services[1]
(n=15 products/services, with 247 quality ratings and 216 relevance/usefulness ratings)

Nonsignature products/services[2]
(n=86 products/services for quality, n=85 for relevance/usefulness, with 1,452 quality ratings and 1,071 relevance/usefulness ratings)
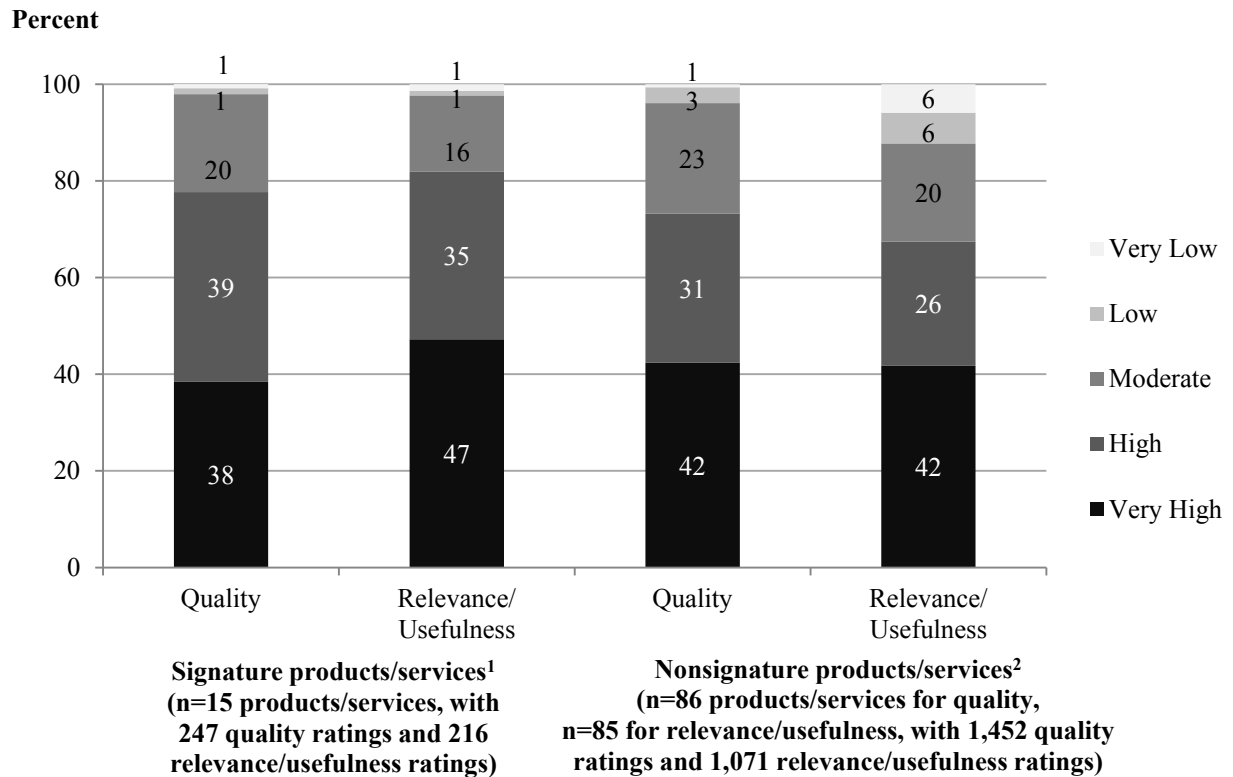
FIGURE READS: For the 15 signature products/services reviewed by an expert panel, 1 percent of the 247 quality ratings were at the level of 1 (very low); 1 percent were 2 (low); 20 percent were 3 (moderate); 39 percent were 4 (high); and 38 percent were 5 (very high).

[1]Center staff had been asked to identify up to 10 percent of products/services as signature, defined as works that (1) were prominent in terms of the proportion of the center's overall effort, (2) were exclusively or nearly exclusively a product of the center's effort, (3) were predominately supported by PDP funds or unlikely to have occurred without PDP support, and (4) made a consequential contribution to the field or customers served. Two centers did not identify any of their products/services as signature works and are therefore not included in the distribution of ratings for signature products/services.

[2]One nonsignature product was not included in analyses for relevance/usefulness because it received NAs for 13 out of 18 indicator-level ratings. One reviewer was exempt from rating one nonsignature product due to a predetermined conflict of interest; those data were treated as missing and are not included in the analysis.

NOTE: In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product. Detail may not sum to totals due to rounding.

SOURCE: Expert panel reviews conducted May through September 2010 using rubrics in appendix C.

Table 3.2: Mean expert panelist ratings (on a 5-point scale, with 5 being the highest) for sampled PDP National Center products/services, by signature/nonsignature status, review dimension, and type of product/service

	# of products	Quality			Relevance/usefulness		
		# of ratings	Mean	SD	# of ratings	Mean	SD
All sampled signature products	**15**	**247**	**4.13**	**0.84**	**216**	**4.25**	**0.85**
Briefs or short reports	1	14	4.50	0.76	12	4.67	0.65
Conferences, institutes, or workshops	1	9	4.22	0.44	15	4.27	0.80
Intensive, focused technical assistance (TA)	1	21	3.19	0.75	16	3.75	0.58
Materials supporting universal TA	2	36	3.81	0.86	25	3.96	0.84
Presentations or webinars	0	†	†	†	†	†	†
Research papers, articles, dissertations, or book chapters	3	64	4.05	0.76	47	3.91	0.88
University courses, programs, or training models	2	31	4.23	0.84	18	4.56	0.70
Web-based training modules, including supporting materials	5	72	4.51	0.67	83	4.51	0.83
All sampled nonsignature products	**86**	**1,452**	**4.11**	**0.91**	**1,071**	**3.91**	**1.18**
Briefs or short reports	6	127	3.73	0.87	89	2.91	1.28
Conferences, institutes, or workshops	7	121	4.19	0.82	74	3.97	1.12
Intensive, focused TA	1	23	3.35	0.71	17	3.53	1.01
Materials supporting universal TA	4	45	4.04	0.74	61	4.33	0.75
Presentations or webinars	7	127	3.68	0.82	105	3.55	0.97
Research papers, articles, dissertations, or book chapters	42	696	4.21	0.94	442	3.95	1.20
University courses, programs, or training models	1	16	4.50	0.73	9	4.78	0.67
Web-based training modules, including supporting materials	18	297	4.24	0.85	274	4.20	1.07

TABLE READS: The 15 signature products reviewed by the expert panels received 247 ratings for quality and 216 ratings for relevance/usefulness; the overall mean rating for quality was 4.13 (*sd=0.84*) and the overall mean rating for relevance/usefulness was 4.25 (*sd=0.85*).

† No presentations or webinars were categorized by center staff as signature works.

NOTE: Overall, experts made 463 ratings across the 15 signature products/services and 2,523 ratings across the 86 nonsignature products/services. All ratings were on a 5-point scale, with the following values: 1=very low, 2=low, 3=moderate, 4=high, 5=very high. In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product. Two centers did not identify any of their products/services as signature works and are therefore not included in composite ratings for signature products/services. One product was given NA for 13 out of 18 indicator-level ratings for relevance/usefulness and was therefore not included in analyses for that dimension. One reviewer was exempt from rating one product due to a predetermined conflict of interest; those data were treated as missing and are not included in the analysis.

SOURCE: Expert panel reviews, conducted May through September 2010 using rubrics in appendix C.

4. Findings for Specific PDP National Centers

Findings for each of the 12 individual PDP National Centers included in the evaluation are presented below. As noted previously, the products reviewed by the expert panels do not represent the full inventory of each center's signature or nonsignature products because sufficient materials were not available from the centers to make the review of all sampled products feasible.

IDEA and Research for Inclusive Settings Center for Faculty Enhancement

IRIS-I was designed to assist college faculty to better prepare general educators, education leaders, school nurses, and school counselors with key roles in educating students with disabilities (table 4.1). The center was funded by the PDP from 2001-06 and housed at Vanderbilt University.

Table 4.1: Descriptive information reported by the IDEA and Research for Inclusive Settings Center for Faculty Enhancement (IRIS-I)

Area	Center-specific description

Primary center strategies	• Developing and disseminating free course-enhancement materials based on research-validated information about working with students with disabilities in inclusive settings, including
	   a. web-based training modules;
	   b. case study units with school-based scenarios that use research-based methods or strategies; and
	   c. activities with hands-on learning opportunities, class discussions, and independent assignments;
	• Working intensively with selected implementation sites to infuse materials into their course work and provide an on-site coordinator; and
	• Promoting the use of course enhancement materials available through the project website.

Most frequently used products or services	• Web-based training modules, particularly those focused on behavior, and • Case study units with school-based scenarios.
Link of center activities to prior work in the field	• IRIS-I had no direct precursor in the field, although the Alliance Project, an earlier grant on which IRIS-I staff worked, conducted training and outreach with faculty at minority institutions to support their ability to write proposals and obtain grants to build infrastructure in special education.
Challenges faced by center	• Securing timely participation of some top researchers was initially challenging, so alternates were identified and recruited as needed. • Some faculty used the modules as homework assignments without the expected in-class discussion, so the module format was adjusted to add a component on "what the experts say." • Making modules accessible to individuals with disabilities, particularly visual impairments, was a technical challenge.

SOURCE: Interview with center director, conducted in August 2008 (appendix A); IRIS 3+2 Evaluation Report; and inventory of products and services collected from center director in September 2008 (appendix B).

Among other products and services, IRIS-I developed a series of web-based training modules based on research-validated information about working with students with disabilities in inclusive settings. The cost of developing these web-based training modules, including supporting materials, was just under $2.0 million (table 4.2).

Table 4.2: Count of IDEA and Research for Inclusive Settings Center for Faculty Enhancement (IRIS-I) products and services and their reported costs

Product type	Number of products	Reported costs
IRIS-I products/services	**39**	—
Intensive, focused technical assistance (TA)	1[1]	$200,000
Materials supporting universal TA	3[2]	375,000
Research papers, articles, dissertations, or book chapters	1[3]	—
Web-based training modules, including supporting materials	32[4]	1,963,000
Websites, including activities promoting website use	1[5]	766,000
Other products or services	1[6]	380,000

TABLE READS: IRIS-I identified 39 products or services developed with PDP funding.

— Cost data were not provided for this type of product or cannot be calculated because of missing information.

[1] Intensive support to nine IHEs, including training for faculty and a site coordinator supporting use of IRIS materials.

[2] Ten case study units providing practice with school-based scenarios counted as one product, 70 lesson ideas for postsecondary instruction counted as one product, and 85 information guides developed by extant sources and linked to IRIS website counted as one product.

[3] Findings from pilot study on the use of IRIS modules in college courses.

[4] Web-based interactive training modules based on the Star Legacy Cycle's 5 stages: The Challenge, Thoughts, Perspectives and Resources, Assessment, and Wrap-Up, 32 modules covering 15 content areas.

[5] One website with web resource directory, online dictionary, film search tool, and module media search tool.

[6] General promotional materials to increase awareness of the center's products and services.

SOURCE: Inventory of products and services collected from center director between November 2009 and March 2010 (appendix B).

In the summer of 2010, three expert panel members reviewed 10 products sampled from the inventory of products provided by IRIS-I. Panelists reviewed each selected IRIS-I product/service based on four quality indicators and six relevance/usefulness indicators, with rating values ranging from 1 (very low) to 5 (very high). Not all indicators were relevant to all products.

For the two reviewed products identified by center staff as signature works, 79 percent of the quality ratings and 86 percent of the relevance/usefulness ratings were high or very high (figure 4.1). Across the eight nonsignature products, 93 percent of the quality ratings and 84 percent of the relevance/usefulness ratings were high or very high. The mean ratings for signature products were 4.33 for quality and 4.47 for relevance/usefulness, and the mean ratings for nonsignature products were 4.57 for quality and 4.36 for relevance/usefulness (table 4.3).

Table 4.3 provides additional details regarding the number of indicators, number of ratings, and scores for the specific types of products that were reviewed.

Figure 4.1: Distribution of expert panelist ratings (on a 5-point scale, with 5 being the highest) of quality and relevance for signature and nonsignature products/services of the IDEA and Research for Inclusive Settings Center for Faculty Enhancement (IRIS-I)

Percent

Signature products/services[1]
(n=2 products/services, with
24 quality ratings and
36 relevance/usefulness ratings)

Nonsignature products/services[2]
(n=8 products/services for quality, with
96 quality ratings; n=7 for
relevance/usefulness, with
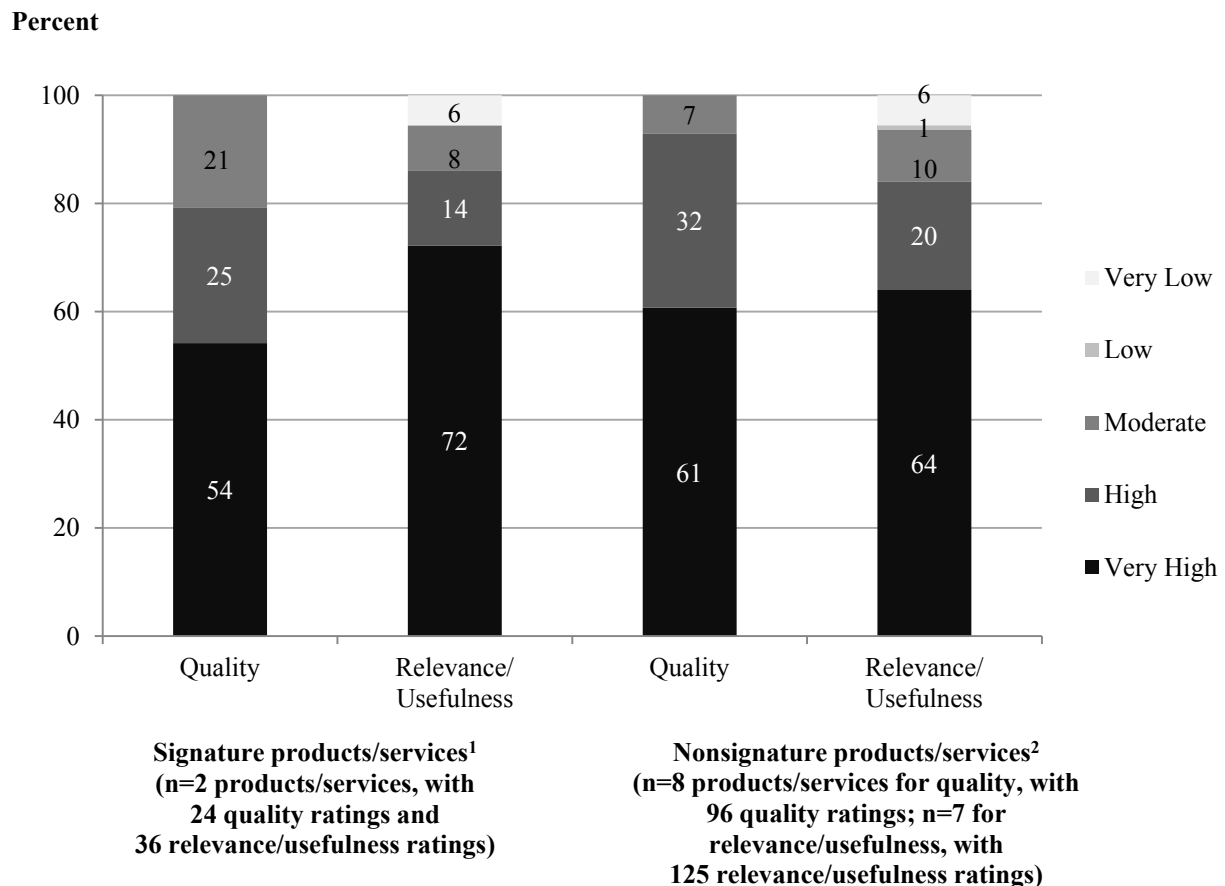125 relevance/usefulness ratings)

FIGURE READS: For the two signature IRIS-I products reviewed by an expert panel, none of the 24 quality ratings were at the level of 1 (very low) or 2 (low); 21 percent were 3 (moderate); 25 percent were 4 (high); and 54 percent were 5 (very high).

[1]Center staff members were asked to identify up to 10 percent of the center's products/services as signature works. Signature works were products or services that (1) were prominent in terms of the proportion of the center's overall effort, (2) were exclusively or nearly exclusively a product of the center's effort, (3) were predominately supported by grant funds or unlikely to have occurred without grant support, and (4) made a consequential contribution to the field or to the class of customers served.

[2]One nonsignature product was not included in analyses for relevance/usefulness because it received NAs for 13 out of 18 indicator-level ratings.

NOTE: Panelists reviewed each selected IRIS-I product/service based on four quality indicators and six relevance/usefulness indicators. In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product.

SOURCE: Expert panel reviews, conducted May through September 2010 using the rubric in appendix C.

Table 4.3: **Expert ratings of sampled signature and nonsignature products/services for IDEA and Research for Inclusive Settings Center for Faculty Enhancement (IRIS-I), by review dimension and type of product/service**

IRIS-I products/services reviewed	Number of products/services	Quality				Relevance/usefulness			
		Number of indicators rated	Number of ratings	Mean	SD	Number of indicators rated	Number of ratings	Mean	SD
Signature	**2**	**4**	**24**	**4.33**	**0.82**	**6**	**36**	**4.47**	**1.06**
Web-based training modules, including supporting materials	2	4	24	4.33	0.82	6	36	4.47	1.06
Nonsignature	**8**	**4**	**96**	**4.57**	**0.61**	**6**	**125**	**4.36**	**1.07**
Materials supporting universal technical assistance	1	4	12	4.25	0.75	6	17	4.53	0.72
Research papers, articles, dissertations, or book chapters	1	4	12	4.83	0.39	†	†	†	†
Web-based training modules, including supporting materials	6	4	72	4.58	0.60	6	108	4.33	1.12

TABLE READS: Two IRIS-I signature products were reviewed. Each of three experts rated up to four quality indicators for each product, resulting in 24 ratings. The mean rating for quality was 4.33 (*sd=0.82*). The experts rated up to six relevance/usefulness indicators for each product, resulting in 36 ratings. The mean rating for relevance/usefulness was 4.47 (*sd=1.06)*.

† Product was given NA for 13 out of 18 indicator-level ratings for relevance/usefulness, and was therefore not included in for this calculation.

NOTE: In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product. For IRIS-I, experts made 286 ratings across the 10 products/services. Five ratings were not included in the analysis for the reason stated above (†). All ratings were on a 5-point scale, with the following values: 1=very low, 2=low, 3=moderate, 4=high, 5=very high. Neither center websites nor products categorized as other were included in the expert review process.

SOURCE: Rubric-based reviews by expert panel, conducted May through September 2010.

Carolina Interdisciplinary Large-Scale Policy Research Training Center

CILSPRT was designed to prepare special education doctoral students and postdoctoral fellows to conduct large-scale and longitudinal policy studies. The center was funded by the PDP from 2002-06 and conducted by the University of North Carolina's Frank Porter Graham Child Development Institute (FPG). The center held onsite training sessions related to large-scale research and placed fellows in mentored research apprenticeships (table 4.4).

Table 4.4: Descriptive information reported by the Carolina Interdisciplinary Large-Scale Policy Research Training Center (CILSPRT)

Area	Center-specific description
Primary center strategies	• Recruiting, mentoring, training, and supporting interdisciplinary doctoral and postdoctoral fellows in special education to conduct large-scale and longitudinal policy studies; • Holding annual onsite 8- to 12-week training sessions (called boot camp) to provide fellows with the knowledge and competencies needed to conduct large-scale research and an understanding of the policy context in which these studies are conducted; • Supporting fellows in developing proposals to conduct secondary analyses of large-scale special education datasets; • Placing fellows in a 10-month research apprenticeship with a mentor; and • Supporting publication and presentation of fellows' research.
Most frequently used products or services[1]	• Syllabus and packet of readings from boot camp
Link of center activities to prior work in the field	• At the time of PDP grant application, some staff at Frank Porter Graham (FPG) were involved in analysis of data from the National Early Intervention Longitudinal Study, and other employees at FPG had done large-scale data analysis in the past. However, CILSPRT was not a direct extension of any work done previously.
Challenges faced by center	• Recruiting sufficient numbers of fellows, in part because of the requirement to relocate to NC (in all, 17 fellows were recruited); • Having fellows complete the program in 1 year; and • Introducing a course into the school of education, an objective that was ultimately accomplished.

[1] This product could be referenced as most central to the center, but not necessarily most frequently used.

SOURCE: Interview with center director, conducted in December 2008 (appendix A), and Online Discretionary Grants Public Database accessed through the Office of Special Education Programs Technical Assistance and Dissemination Network.

CILSPRT fellows conducted a number of presentations and produced a number of research papers while enrolled in the program (table 4.5).

Table 4.5: **Count of Carolina Interdisciplinary Large-Scale Policy Research Training Center (CILSPRT) products and services**

Product type	Number of products
CILSPRT products/services	**85**
Presentations or webinars	35[1]
Research papers, articles, dissertations, or book chapters	48[2]
University courses, programs, or training models	1[3]
Other products or services	1[4]

TABLE READS: CILSPRT identified 85 products or services developed with PDP grant funding.

[1] Conference presentations or co-presentations by fellows while enrolled in the program.

[2] Papers authored or co-authored by fellows while enrolled in the program.

[3] An 8- to 12-week training program with presentations and readings.

[4] General promotional materials to increase awareness of the center's program.

NOTE: CILSPRT provided no data on costs for products or services.

SOURCE: Inventory of products and services collected from center director in January 2009 (appendix B).

In the summer of 2010, three expert panel members reviewed 10 products sampled from the inventory of products provided by CILSPRT. Panelists reviewed each selected CILSPRT product/service based on seven quality indicators and three relevance/usefulness indicators, with rating values ranging from 1 (very low) to 5 (very high). Not all indicators were relevant to all products.

For the one reviewed product identified by center staff as a signature work, 50 percent of the quality ratings and 77 percent of the relevance/usefulness ratings were high or very high (figure 4.2). Across the nine nonsignature products, 82 percent of the quality ratings and 70 percent of relevance/usefulness ratings were high or very high. The mean ratings for the signature product were 3.55 for quality and 4.22 for relevance/usefulness, and the mean ratings for nonsignature products were 4.37 for quality and 4.03 for relevance/usefulness (table 4.6). Table 4.6 provides additional details regarding the number of indicators, number of ratings, and scores for the specific types of products that were reviewed.

Figure 4.2: Distribution of expert panelist ratings (on a 5-point scale, with 5 being the highest) of quality and relevance for signature and nonsignature products/services of the Carolina Interdisciplinary Large-Scale Policy Research Training Center (CILSPRT)

Percent

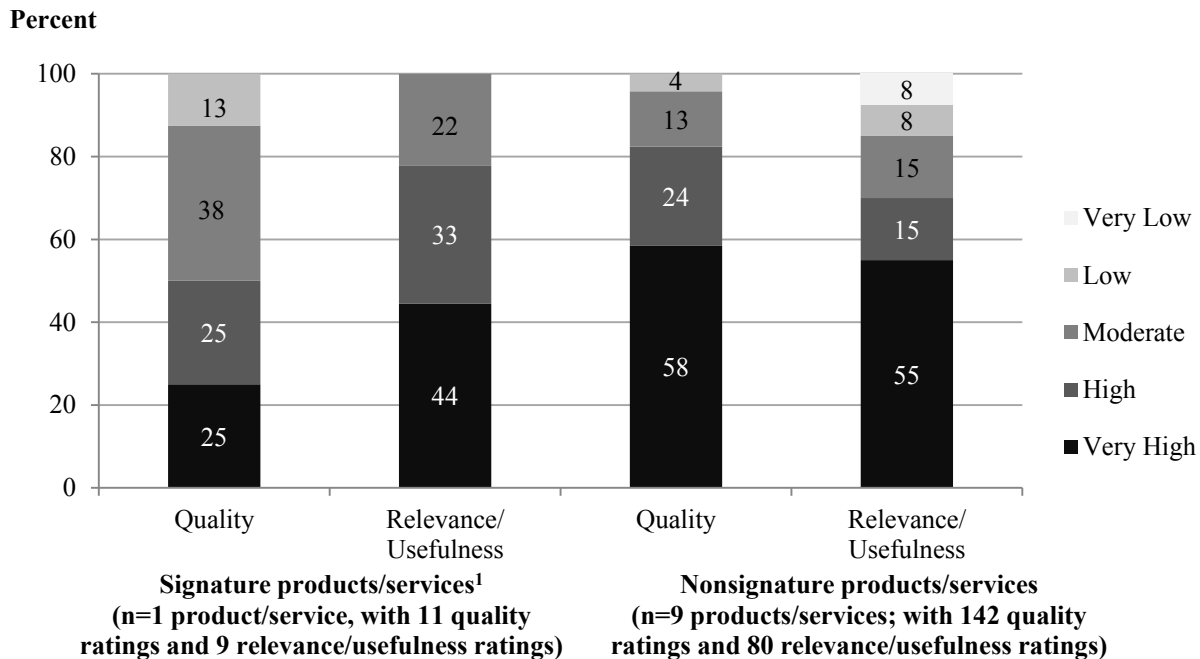|	Signature products/services[1] (n=1 product/service, with 11 quality ratings and 9 relevance/usefulness ratings)		Nonsignature products/services (n=9 products/services; with 142 quality ratings and 80 relevance/usefulness ratings)	
	Quality	Relevance/Usefulness	Quality	Relevance/Usefulness
Very Low				8
Low	13	22	4	8
Moderate	38	33	13	15
High	25	33	24	15
Very High	25	44	58	55

FIGURE READS: For the signature CILSPRT product reviewed by an expert panel, none of the 11 quality ratings were at the level of 1 (very low), 13 percent were 2 (low), 38 percent of ratings were 3 (moderate), 25 percent were 4 (high), and 25 percent were 5 (very high).

[1] Center staff members were asked to identify up to 10 percent of the center's products/services as signature works. Signature works were products or services that (1) were prominent in terms of the proportion of the center's overall effort, (2) were exclusively or nearly exclusively a product of the center's effort, (3) were predominately supported by grant funds or unlikely to have occurred without grant support, and (4) made a consequential contribution to the field or to the class of customers served.

NOTE: Panelists reviewed each selected CILSPRT product/service based on seven quality indicators and three relevance/usefulness indicators. In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product. Detail may not sum to totals due to rounding.

SOURCE: Expert panel reviews, conducted May through September 2010 using the rubric in appendix C.

Table 4.6: **Expert ratings on sampled signature and nonsignature Carolina Interdisciplinary Large-Scale Policy Research Training (CILSPRT products/services, by review dimension and type of product/service**

CILSPRT products/services reviewed	Number of products/services	Quality				Relevance/usefulness			
		Number of indicators rated	Number of ratings	Mean	SD	Number of indicators	Number of ratings	Mean	SD
Signature	**1**	**7**	**11**	**3.55**	**0.93**	**3**	**9**	**4.22**	**0.83**
University courses, programs, or training models	1	7	11	3.55	0.93	3	9	4.22	0.83
Nonsignature	**9**	**7**	**142**	**4.37**	**0.87**	**3**	**80**	**4.03**	**1.30**
Research papers, articles, dissertations, or book chapters	9	7	142	4.37	0.87	3	80	4.03	1.30

TABLE READS: One CILSPRT signature product was reviewed. Each of three experts rated up to seven quality indicators for each product, resulting in 11 ratings. The mean rating for quality was 3.55 (*sd=0.93*). The experts rated up to three relevance/usefulness indicators for each product, resulting in nine ratings. The mean rating for relevance/usefulness was 4.22 *(sd=0.83)*.

NOTE: In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product. For CILSPRT, experts made 242 ratings across the 10 products/services. All ratings were on a 5-point scale, with the following values: 1=very low, 2=low, 3=moderate, 4=high, 5=very high.

SOURCE: Rubric-based reviews by expert panel, conducted May through September 2010.

Center for Improving Teacher Quality

CTQ was designed to assist states in improving the preparation, licensing, and ongoing professional development of teachers of students with disabilities. The center was funded by the PDP from 2002-07 and was a project of the Council of Chief State School Officers. In addition to other products and services, CTQ conducted annual meetings to help state teams plan for improvements to teacher preparation and create state-specific action plans to reform their teacher quality systems (table 4.7).

Table 4.7: Descriptive information reported by the Center for Improving Teacher Quality (CTQ)

Area	Center-specific description
Primary center strategies	• Assisting states to operationalize the standards developed under the Interstate Teacher Assessment and Support Consortium (INTASC) by developing action plans or models of teacher preparation, licensure, induction, and ongoing professional development (PD) for both general and special education teachers of students with disabilities; • Hosting annual invitational forums for state leaders; • Analyzing state action plans developed during the forums and providing feedback to the participating states; • Preparing and disseminating materials for supporting states in developing and implementing their action plans; • Offering a variety of resources to help states move forward with their plans, including limited grant funds; brokering of resources, including individual experts; and newsletters and dissemination of other CTQ materials; • Conducting case studies of a statewide model development, including technical assistance and documentation of the change process; and • Supporting a community of practice and related website.
Most frequently used products or services	• State action plans; • Annual forums and related materials; • Community of Practice and electronic mailing list via the CTQ website; • Annual meeting of case study states; and • Small grants to states.
Link of center activities to prior work in the field	• CTQ was an extension of prior work completed by INTASC, which had worked with 34 states since 1987. INTASC provided a forum for states to learn and collaborate on the development of compatible educational policies on teaching, accountability requirements for teacher preparation, techniques to assess teacher performance for licensing and evaluation, and programs to enhance teacher PD.
Challenges faced by center	• With the passage of No Child Left Behind, in the first year of the grant, highly qualified teacher standards had to be introduced into state action plans. • Turnover occurred in state teams. • The context within each state required a unique action plan or process for developing and implementing those plans.

SOURCE: Interview with center director, conducted in December 2009 (appendix A).

The provision of conferences, institutes, or workshops accounted for 78 percent of product development and dissemination costs during the CTQ grant period (table 4.8).

Table 4.8: Count of Center for Improving Teacher Quality (CTQ) products and services and their reported costs

Product type	Number of products	Reported costs
CTQ products/services	**6**	**$5,000,000**
Conferences, institutes, or workshops	3[1]	3,900,000
Materials supporting universal technical assistance	2[2]	800,000
Websites, including activities promoting website use	1[3]	300,000

TABLE READS: CTQ identified six products or services developed with PDP funding and reported costs of $5.0 million for product development and dissemination.

[1] Annual meetings of six case study state teams to craft and implement action plans counted as one product; Community of Practice with ongoing series of conference calls and shared work on the website counted as one product; and Annual Forum meetings for 41 state teams to plan for improvements to teacher preparation counted as one product.

[2] Planning tools and resources for state teams and state action plans.

[3] National Community of Practice on Improving Teacher Quality interactive website with space for resource sharing and work spaces for case study states.

SOURCE: Inventory of products and services collected from center director between November 2009 and March 2010 (appendix B).

In the summer of 2010, three expert panel members reviewed five products from the inventory of products provided by CTQ. Panelists reviewed each selected CTQ product/service based on three quality indicators and five relevance/usefulness indicators, with rating values ranging from 1 (very low) to 5 (very high). Not all indicators were relevant to all products.

For the two reviewed products identified by center staff as signature works, 72 percent of the quality ratings and 80 percent of the relevance/usefulness ratings were high or very high (figure 4.3). Across the three nonsignature products, 78 percent of quality ratings and 57 percent of relevance/usefulness ratings for nonsignature products were high or very high. The mean ratings for signature products were 3.83 for quality and 4.13 for relevance/usefulness, and the mean ratings for nonsignature products were 3.83 for quality and 3.63 for relevance/usefulness (table 4.9). Table 4.9 provides additional details regarding the number of indicators, number of ratings, and scores for the specific types of products that were reviewed.

Figure 4.3: Distribution of expert panelist ratings (on a 5-point scale, with 5 being the highest) of quality and relevance for signature and nonsignature products/services of the Center for Improving Teacher Quality (CTQ)
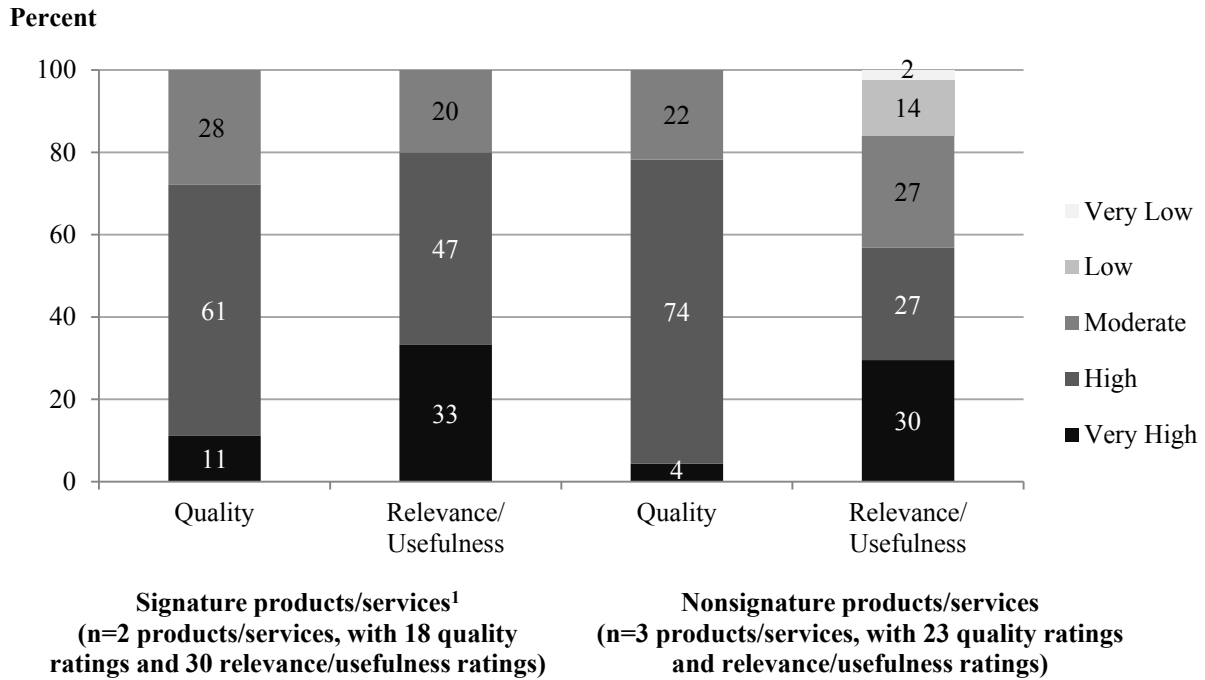
Percent

		Signature products/services[1] (n=2 products/services, with 18 quality ratings and 30 relevance/usefulness ratings)
		Nonsignature products/services (n=3 products/services, with 23 quality ratings and relevance/usefulness ratings)

FIGURE READS: For the two signature CTQ products reviewed by an expert panel, none of the 18 quality ratings were at the level of 1 (very low) or 2 (low), 28 percent were 3 (moderate), 61 percent were 4 (high), and 11 percent were 5 (very high).

[1] Center staff members were asked to identify up to 10 percent of the center's products/services as signature works. Signature works were products or services that (1) were prominent in terms of the proportion of the center's overall effort, (2) were exclusively or nearly exclusively a product of the center's effort, (3) were predominately supported by grant funds or unlikely to have occurred without grant support, and (4) made a consequential contribution to the field or to the class of customers served.

NOTE: Panelists reviewed each selected CTQ product/service based on three quality indicators and five relevance/usefulness indicators. In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product.

SOURCE: Expert panel reviews, conducted May through September 2010 using the rubric in appendix C.

Table 4.9: Expert ratings on sampled signature and nonsignature Center for Improving Teacher Quality (CTQ) products/services, by review dimension and type of product/service

CTQ products/services reviewed	Number of products/services	Quality					Relevance/usefulness			
		Number of indicators rated	Number of ratings	Mean	SD		Number of indicators rated	Number of ratings	Mean	SD
Signature	**2**	**3**	**18**	**3.83**	**0.62**		**5**	**30**	**4.13**	**0.73**
Conferences, institutes, or workshops	1	3	9	4.22	0.44		5	15	4.27	0.80
Materials supporting universal technical assistance (TA)	1	3	9	3.44	0.53		5	15	4.00	0.65
Nonsignature	**3**	**3**	**23**	**3.83**	**0.49**		**5**	**44**	**3.68**	**1.12**
Conferences, institutes, or workshops	2	3	14	3.79	0.58		5	29	3.41	1.18
Materials supporting universal TA	1	3	9	3.89	0.33		5	15	4.20	0.77

TABLE READS: Two CTQ signature products were reviewed. Each of three experts rated up to three quality indicators for each product, resulting in 18 ratings. The mean rating for quality was 3.83 (*sd=0.62*). The experts rated up to five relevance/usefulness indicators for each product, resulting in 30 ratings. The mean rating for relevance/usefulness was 4.13 *(sd=0.73)*.

NOTE: In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product. For CTQ, experts made 115 ratings across the 5 products/services. All ratings were on a 5-point scale, with the following values: 1=very low, 2=low, 3=moderate, 4=high, 5=very high. Center websites were not included in the expert review process.

SOURCE: Rubric-based reviews by expert panel, conducted May through September 2010.

Center for Early Childhood Education/Early Intervention Personnel Preparation

EI/ECSE was created to identify critical gaps in knowledge regarding personnel preparation in early intervention and early childhood special education and conduct a program of research at the national, state, and local levels to address the identified gaps. The center was funded by the PDP from 2003-07 and housed at the University of Conneticut (table 4.10).

Table 4.10: Descriptive information reported by the Center for Early Childhood Education/Early Intervention Personnel Preparation (EI/ECSE)

Area	Center-specific description
Primary center strategies	• Designing and conducting a program of research at the national, state, institutional, and direct provider levels to address gaps in knowledge regarding personnel preparation in early intervention and early childhood; • Compiling a comprehensive database of current licensure and certification standards for all EI/ECSE personnel; • Developing a comprehensive profile of current training programs for all types of personnel at the institutional, state, and national levels; • Describing the current and projected supply and demand for personnel; and • Developing and disseminating recommendations regarding personnel preparation policy and practice based on research findings.
Challenges faced by center	• Data collection was more extensive than anticipated due to difficulty accessing data in the institutions that conduct personnel preparation and training.

NOTE: There was not suffcient information available to report the most frequently used products or services of the center or the link of center activities to prior work in the field.
SOURCE: Interview with center director, conducted in January 2010 (appendix A).

Among other activities, the center conducted 10 research studies during the period of PDP grant funding, resulting in a series of practice and policy guides, data reports, presentations, and journal articles (table 4.11).

Table 4.11: Count of Center for Early Childhood Education/Early Intervention Personnel Preparation (EI/ECSE) products and services

Product type	Number of products
EI/ECSE products/services	**58**
Briefs or short reports	24[1]
Presentations or webinars	10[2]
Research papers, articles, dissertations, or book chapters	22[3]
Websites, including activities promoting website use	1[4]
Other products or services	1[5]

TABLE READS: EI/ESCE identified 58 products or services developed with PDP funding.

[1] Two Policy Recommendations Think Tanks and 22 At a Glance Briefs.

[2] Nine presentations and one podcast.

[3] Two research articles and 20 papers.

[4] One website with access to presentations, journal articles, data reports, and practice/policy guides.

[5] General promotional materials to promote awareness of center's products and services.

NOTE: EI/ECSE provided no data on costs for products or services.

SOURCE: Inventory of products and services collected from center director between November 2009 and March 2010 (appendix B).

In the summer of 2010, three expert panel members reviewed eight products sampled from the inventory of products provided by EI/ECSE. Panelists reviewed each EI/ECSE product/service based on six quality indicators and four relevance/usefulness indicators, with rating values ranging from 1 (very low) to 5 (very high). Not all indicators were relevant to all products.

For the one reviewed product identified by center staff as a signature work, 53 percent of the quality ratings and 75 percent of the relevance/usefulness ratings were high or very high (figure 4.4). Across the seven nonsignature products, 62 percent of quality ratings and 65 percent of relevance/usefulness ratings were high or very high. The mean ratings for the signature product were 3.71 for quality and 4.00 for relevance/usefulness, and the mean ratings for nonsignature products were 3.76 for quality and 3.89 for relevance/usefulness (table 4.12). Table 4.12 provides additional details regarding the number of indicators, number of ratings, and scores for the specific types of products that were reviewed.

Figure 4.4: Distribution of expert panelist ratings (on a 5-point scale, with 5 being the highest) of quality and relevance for signature and nonsignature products/ services of the Center for Early Childhood Education/Early Intervention Personnel Preparation (EI/ECSE)
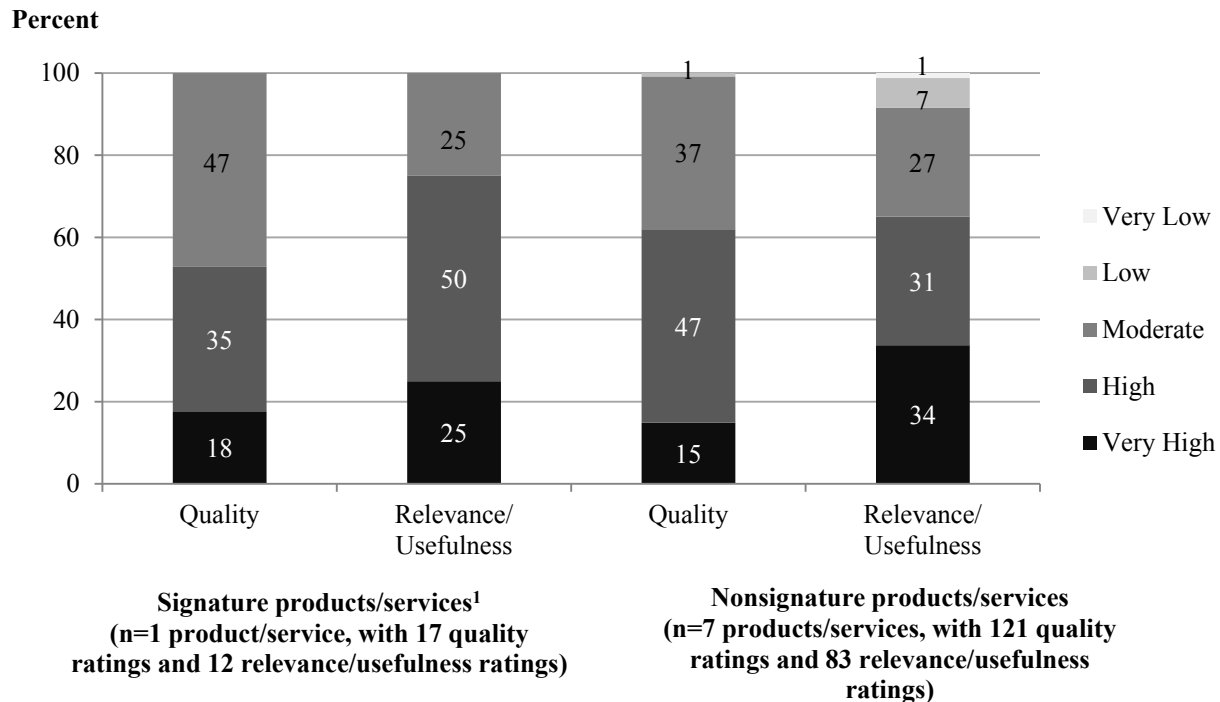
Percent

Signature products/services[1]
(n=1 product/service, with 17 quality ratings and 12 relevance/usefulness ratings)

Nonsignature products/services
(n=7 products/services, with 121 quality ratings and 83 relevance/usefulness ratings)

FIGURE READS: For the signature EI/ECSE product reviewed by an expert panel, none of the 17 quality ratings were at the level of 1 (very low) or 2 (low), 47 percent were 3 (moderate), 35 percent were 4 (high) and 18 percent were 5 (very high).

[1] Center staff members were asked to identify up to 10 percent of the center's products/services as signature works. Signature works were products or services that (1) were prominent in terms of the proportion of the center's overall effort, (2) were exclusively or nearly exclusively a product of the center's effort, (3) were predominately supported by grant funds or unlikely to have occurred without grant support, and (4) made a consequential contribution to the field or to the class of customers served. Neither center websites nor products categorized as other were included in expert panel reviews.

NOTE: Panelists reviewed each selected EI/ECSE product/service based on six quality indicators and four relevance/usefulness indicators. In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product.

SOURCE: Expert panel reviews, conducted May through September 2010 using the rubric in appendix C.

Table 4.12: **Expert ratings on sampled signature and nonsignature Center for Early Childhood Education/Early Intervention Personnel Preparation (EI/ECSE) products/services, by review dimension**

EI/ECSE products/services reviewed	Number of products/services	Number of indicators rated	Quality			Relevance/usefulness			
			Number of ratings	Mean	SD	Number of indicators	Number of ratings	Mean	SD
Signature	**1**	**6**	**17**	**3.71**	**0.77**	**4**	**12**	**4.00**	**0.74**
Research papers, articles, dissertations, or book chapters	1	6	17	3.71	0.77	4	12	4.00	0.74
Nonsignature	**7**	**6**	**121**	**3.76**	**0.71**	**4**	**83**	**3.89**	**1.00**
Research papers, articles, dissertations, or book chapters	7	6	121	3.76	0.71	4	83	3.89	1.00

TABLE READS: One EI/ECSE signature product was reviewed. Each of three experts rated up to six quality indicators for each product, resulting in 17 ratings. The mean rating for quality was 3.71 (*sd=0.77*). The experts rated up to four relevance/usefulness indicators for each product, resulting in 12 ratings. The mean rating for relevance/usefulness was 4.00 *(sd=0.74)*.

NOTE: In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product. For EI/ECSE, experts made 233 ratings across the eight products/services. All ratings were on a 5-point scale, with the following values: 1=very low, 2=low, 3=moderate, 4=high, 5=very high. Neither center websites nor products categorized as other were included in the expert review process.

SOURCE: Rubric-based reviews by expert panel, conducted May through September 2010.

Professional Development in Autism Center

PDA was designed to increase the capacity of local school districts to meet the needs of students with autism spectrum disorders. The center was funded by the PDP from 2003-07 and involved six partner institutions: University of Washington, University of Kansas, Maryland Coalition for Inclusive Education, University of Colorado-Denver, University of South Florida, and Ohio State University. The center provided training on evidence-based practices for state and local teams as part of summer institutes and through an online course (table 4.13).

Table 4.13: Descriptive information reported by the Professional Development in Autism Center (PDA)

Area	Center-specific description
Primary center strategies	• Holding intensive trainings on evidence-based practices for state and local teams and as part of summer institutes; • Providing post-training follow-up and support for up to 1 year; • Producing an interactive website with an online course, tip sheets and short procedural reviews, research briefs, and consumer guides; and • Offering a bank of consultants for assistance with requests.
Most frequently used products or services	• Trainings; • Technical assistance tools; and • Research briefs.
Link of center activities to prior work in the field	• Support for professional develoment in autism had previously not been done on a similar scale.
Challenges faced by center	• There were obstacles in coordinating the work of 6 partner institutions and 20 staff members spread across those institutions.

SOURCE: Interview with center director, conducted in December 2009 (appendix A), and inventory of products and services collected from center director between November 2009 and March 2010 (appendix B).

In addition to other products and services, PDA conducted conferences, institutes, or workshops in 23 states, which accounted for 94 percent of costs for product development and dissemination during the grant period (table 4.14).

Table 4.14: Count of Professional Development in Autism Center (PDA) products and services and their reported costs

Product type	Number of products	Reported costs
PDA products/services	**40**	—
Briefs or short reports	8[1]	$100,000
Conferences, institutes, or workshops	23[2]	4,250,000
Materials supporting universal technical assistance	1[3]	100,000
Research papers, articles, dissertations, or book chapters	6[4]	6,000
Web-based training modules, including supporting materials	1[5]	50,000
Websites, including activities promoting website use	1[6]	—

TABLE READS: PDA identified 40 products or services developed with PDP funding.

— Cost data were not provided for this type of product or cannot be calculated because of missing information.

[1] Four research briefs and four practitioner tip sheets.

[2] Districts in at least 23 states participated in one or more training. More precise counts of trainings are unavailable.

[3] Quality indicator assessment-classroom evaluation tool.

[4] Four journal articles and two book chapters.

[5] Autism 101 online course.

[6] One website with access to briefs, presentations, and online course.

SOURCE: Inventory of products and services collected from center director between November 2009 and March 2010 (appendix B).

In the summer of 2010, three expert panel members reviewed eight products sampled from the inventory of products provided by PDA. Center staff did not identify any signature works, so the study team categorized all eight products as nonsignature works. Panelists reviewed each PDA product/service based on seven quality indicators and six relevance/ usefulness indicators, with rating values ranging from 1 (very low) to 5 (very high). Not all indicators were relevant to all products.

For the eight nonsignature products, 67 percent of quality ratings and 39 percent of relevance/usefulness ratings were high or very high (figure 4.5). The mean ratings were 3.84 for quality and 2.86 for relevance/usefulness (table 4.15). Table 4.15 provides additional details regarding the number of indicators, number of ratings, and scores for the specific types of products that were reviewed.

Figure 4.5: Distribution of expert panelist ratings (on a 5-point scale, with 5 being the highest) of quality and relevance for nonsignature products/services of the Professional Development in Autism Center (PDA)
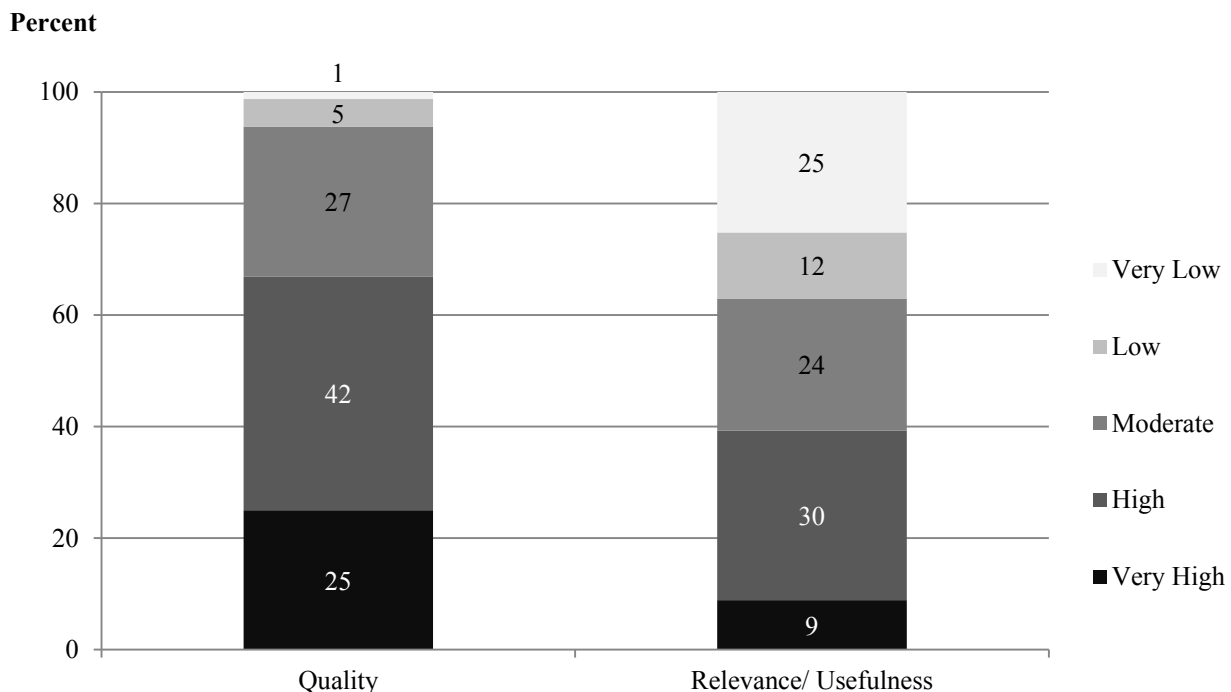
Percent

**Nonsignature products/services
(n=8 products/services, with 160 quality ratings
and 135 relevance/usefulness ratings)**

FIGURE READS: For the eight PDA products/services reviewed by an expert panel, 1 percent of the 160 quality ratings were at the level of 1 (very low), 5 percent were 2 (low), 27 percent were 3 (moderate), 42 percent were 4 (high), and 25 percent were 5 (very high).

NOTE: Center staff did not identify any of the center's products/services as signature works, defined as products or services that (1) were prominent in terms of the proportion of the center's overall effort, (2) were exclusively or nearly exclusively a product of the center's effort, (3) were predominately supported by grant funds or unlikely to have occurred without grant support, and (4) made a consequential contribution to the field or to the class of customers served. Consequently, the study team categorized all 8 products/services as nonsignature works. Center websites were not included in the expert review process. Some products and services related to summer institutes, leadership training, and state team trainings were unavailable for expert panel review because the center director no longer had access to those materials. Panelists reviewed each selected PDA product/service based on seven quality indicators and six relevance/usefulness indicators. In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product.

SOURCE: Expert panel reviews, conducted May through September 2010 using the rubric in appendix C.

Table 4.15: Expert ratings on sampled Professional Development in Autism Center (PDA) products/services, by review dimension and type of product/service

PDA products/services reviewed	Number of products/services	Quality				Relevance/usefulness			
		Number of indicators rated	Number of ratings	Mean	SD	Number of indicators	Number of ratings	Mean	SD
Signature	**0**	†	†	†	†	†	†	†	†
Nonsignature	**8**	**7**	**160**	**3.84**	**0.90**	**6**	**135**	**2.86**	**1.33**
Briefs or short reports	4	7	84	3.82	0.88	6	68	2.75	1.33
Research papers, articles, dissertations, or book chapters	3	7	56	4.04	0.93	6	50	3.02	1.38
Web-based training modules, including supporting materials	1	7	20	3.40	0.75	6	17	2.82	1.24

TABLE READS: None of the PDA products had been categorized by center staff as a signature work. Eight nonsignature PDA products were reviewed. Each of three experts rated up to seven quality indicators for each product, resulting in 160 ratings. The mean rating for quality was 3.84 (*sd=0.90*). The experts rated up to six relevance/usefulness indicators for each product, resulting in 135 ratings. The mean rating for relevance/usefulness was 2.86 *(sd=1.33)*.

†Center staff did not identify any products/services signature works, so all 8 products/services were categorized as nonsignature works.

NOTE: In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product. For PDA, experts made 295 ratings across the 8 products/services. All ratings were on a 5-point scale, with the following values: 1=very low, 2=low, 3=moderate, 4=high, 5=very high. Center websites were not included in the expert review process. Some products and services related to summer institutes, leadership training, and state team trainings were unavailable for expert panel review because the center director no longer had access to those materials.

SOURCE: Rubric-based reviews by expert panel, conducted May through September 2010.

The National Center for Leadership in Visual Impairment

NCLVI was designed to increase the number of doctoral graduates in special education with an emphasis in visual impairment (VI). The center, funded by the PDP from 2004-09, was initially housed at the Pennsylvania College of Optometry, then transferred to Salus University. The center involved a consortium of 14 universities participating in a collaborative model for enhancing the training of leadership personnel in VI and blindness (table 4.16).

Table 4.16: Descriptive information reported by the National Center for Leadership in Visual Impairments (NCLVI)

Area	Center-specific description
Primary center strategies	• Developing a collaborative model for producing leadership personnel in visual impairments (VI);
	• Recruiting and providing financial support to students at Consortium Member Universities, including tuition, stipends, and expenses for attending selected conferences and meetings;
	• Creating enrichment activities and opportunities for in-person research and short- and long-term field experiences and internships; and
	• Developing issue-based special topic seminars, on-line discussions, specialized lectures, cohort electronic mailing lists, and a community of practice for leadership in blindness and VI.
Challenges faced by center	• Managing 5 years of funding for a 6-year project with two cohorts of students required finding ways to save money in order to pay full tuition and stipends for the second cohort of doctoral students.

NOTE: There was not suffcient information available to report the most frequently used products or services of the center or the link of center activities to prior work in the field.

SOURCE: Interview with center director conducted in January 2010 (appendix A), and inventory of products and services collected from center director between November 2009 and March 2010 (appendix B).

NCLVI developed a Collaborative Leadership Training Model and Enrichment Program to enhance the preparation of 21 doctoral students who produced a number of workshops, presentations, and research studies while in the program (table 4.17).

Table 4.17: Count of National Center for Leadership in Visual Impairments (NCLVI) products and services and their reported costs

Product type	Number of products	Reported costs
NCLVI products/services	**190**	—
Conferences, institutes, or workshops	19[1]	—
Presentations or webinars	151[2]	—
Research papers, articles, dissertations, or book chapters	18[3]	—
University courses, programs, or training models	2[4]	$1,094,000

TABLE READS: NCLVI identified 190 products or services developed with PDP funding.

— Cost data were not provided for this type of product or cannot be calculated because of missing information.

[1]Two guest lectures, 6 seminars, and 11 workshops provided by doctoral fellows.

[2] One hundred twenty-nine conference presentations and 22 poster sessions by doctoral fellows.

[3] Nine dissertations completed and nine dissertations in process at the time of data collection.

[4] *NCLVI Enrichment Program:* Costs subsumed in this product include courses, administrative costs, faculty salaries, seminar agendas, discussion boards, meeting minutes, and external evaluation associated with the program over 4 years; *Collaborative Leadership Training Model*: Costs subsumed in this product include 14-member university consortium, including mission statement; guiding principles, public advisory board, committees; worksheets; meeting minutes, and evaluations.

NOTE: NCLVI reported approximately $2.266 million in costs associated with scholarships, stipends, and other monetary support for 21 doctoral students. Those costs are not included in this table. Cost data have been rounded to the nearest thousand.

SOURCE: Inventory of products and services collected from center director between November 2009 and March 2010 (appendix B).

In the summer of 2010, three expert panel members reviewed 10 products from the inventory of products provided by NCLVI. Panelists reviewed each selected NCLVI product/service based on seven quality indicators and three relevance/usefulness indicators, with rating values ranging from 1 (very low) to 5 (very high). Not all indicators were relevant to all products.

For the one reviewed product identified by center staff as a signature work, all of the quality ratings and all of the relevance/usefulness ratings were high or very high (figure 4.6). Across the nine nonsignature products, 61 percent of quality ratings and 65 percent of relevance/ usefulness ratings were high or very high. The mean ratings for the signature product were 4.60 for quality and 4.89 for relevance/usefulness, and the mean ratings for nonsignature products were 3.80 for quality and 3.91 for relevance/usefulness (table 4.18). Table 4.18 provides additional details regarding the number of indicators, number of ratings, and scores for the specific types of products that were reviewed.

Figure 4.6: Distribution of expert panelist ratings (on a 5-point scale, with 5 being the highest) of quality and relevance for signature and nonsignature products/ services of the National Center for Leadership in Visual Impairments (NCLVI)

Percent

Signature products/services[1]
(n=1 product/service, with 20 quality
ratings and 9 relevance/usefulness ratings)

Nonsignature products/services[2]
(n=9 products/services, for 115 quality ratings
and 78 relevance/usefulness ratings)
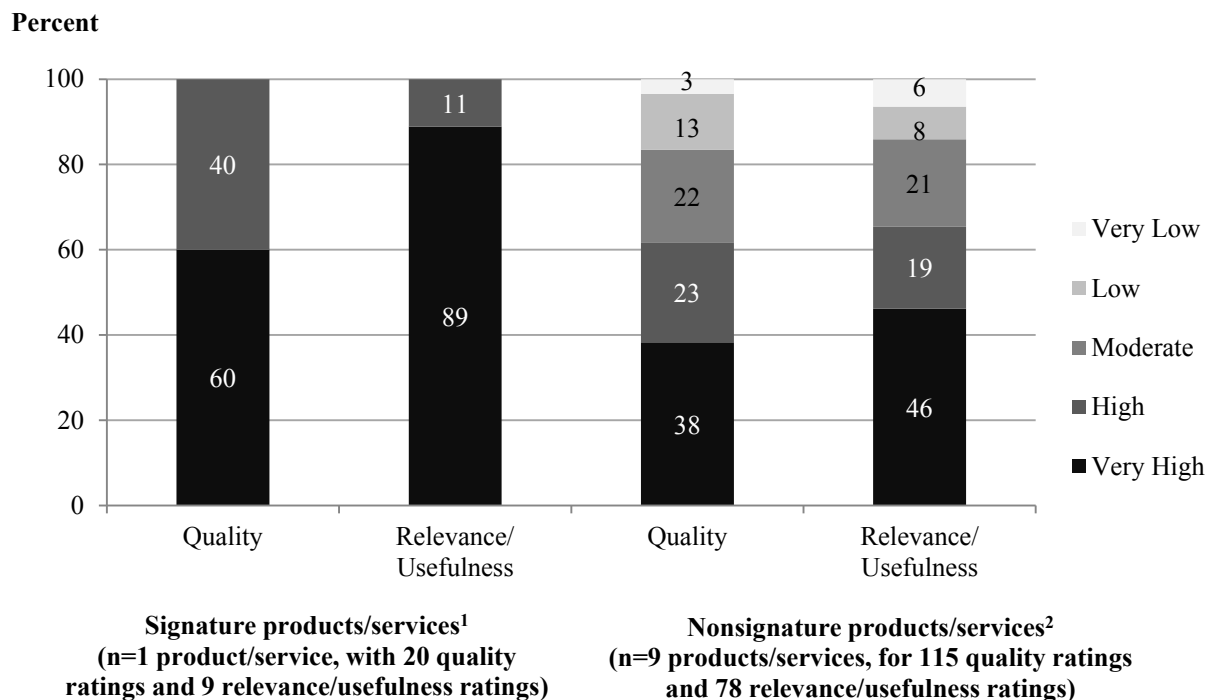
FIGURE READS: For the signature NCLVI product reviewed by an expert panel, none of the 20 quality ratings were at the level of 1 (very low), 2 (low), or 3 (moderate); 40 percent were 4 (high); and 60 percent were 5 (very high).

[1] Center staff members were asked to identify up to 10 percent of the center's products/services as signature works, defined as products or services that (1) were prominent in terms of the proportion of the center's overall effort, (2) were exclusively or nearly exclusively a product of the center's effort, (3) were predominately supported by grant funds or unlikely to have occurred without grant support, and (4) made a consequential contribution to the field or to the class of customers served.

[2] One reviewer was exempt from rating one nonsignature product due to a predetermined conflict of interest; those data were treated as missing and are not included in the analysis.

NOTE: Panelists reviewed each selected NCLVI product/service based on seven quality indicators and three relevance/usefulness indicators. In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product.

SOURCE: Expert panel reviews, conducted May through September 2010 using the rubric in appendix C.

Table 4.18: Expert ratings on sampled signature and nonsignature National Center for Leadership in Visual Impairments (NCLVI) products/services, by review dimension and type of product/service

NCLVI products/services reviewed	Number of products/services	Quality				Relevance/usefulness			
		Number of indicators rated	Number of ratings	Mean	SD	Number of indicators	Number of ratings	Mean	SD
Signature	**1**	**7**	**20**	**4.60**	**0.50**	**3**	**9**	**4.89**	**0.33**
University courses, programs, or training models	1	7	20	4.60	0.50	3	9	4.89	0.33
Nonsignature	**9**	**5**	**115**	**3.80**	**1.19**	**3**	**78**	**3.91**	**1.25**
Research papers, articles, dissertations, or book chapters	9	5	115	3.80	1.19	3	78	3.91	1.25

TABLE READS: One NCLVI signature product was reviewed. Each of three experts rated up to seven quality indicators for each product, resulting in 20 ratings. The mean rating for quality was 4.60 (*sd=0.50*). The experts rated up to three relevance/usefulness indicators for each product, resulting in nine ratings. The mean rating for relevance/usefulness was 4.89 *(sd=0.33)*.

NOTE: In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product. For NCLVI, experts made 222 ratings across the 10 products/services. All ratings were on a 5-point scale, with the following values: 1=very low, 2=low, 3=moderate, 4=high, 5=very high. One reviewer was exempt from rating one nonsignature product due to a predetermined conflict of interest; those data were treated as missing and are not included in the analysis.

SOURCE: Rubric-based reviews by expert panel, conducted May through September 2010.

Interdisciplinary Training in Analysis of Large-Scale Databases Center

ITALD was designed to increase the number of individuals qualified to conduct analyses of large-scale datasets related to children and youth with disabilities. The center was funded from 2006-11 and housed at the University of Maryland. The center developed and administered a training program to enhance the knowledge and skills of doctoral students conducting large-scale special education research (table 4.19).

Table 4.19: Descriptive information reported by the Interdisciplinary Training in Analysis of Large-Scale Databases Center (ITALD)

Area	Center-specific description
Primary center strategies	• Developing and administering a training program to enhance doctoral students' knowledge and skills in large-scale special education research, including a doctoral course on policy issues affecting individuals with disabilities, monthly group meetings, and training seminars; • Providing doctoral student stipends and support for attending conferences and fee-based short courses; • Conducting workshops for doctoral students and faculty on specific studies with data sets available for secondary analysis; and • Conducting institutes for local education agencies on how to analyze data to answer specific policy questions.
Link of center activities to prior work in the field	• The grant was a continuation of activities occurring during an earlier PDP grant, with the exception that the prior grant included postdoctoral fellows.
Challenges faced by center	• None reported.

NOTE: ITALD was funded through 2011; information in the table reflects center activities at the time of data collection. There was not suffcient information available to report the most frequently used products or services of the center.

SOURCE: Interview with center director, conducted in December 2009 (appendix A).

ITALD provided coursework, intensive workshops, and training seminars to doctoral students related to the use of large-scale databases, which accounted for 94 percent of reported product development and dissemination costs at the time of data collection (table 4.20).

Table 4.20: Count of Interdisciplinary Training in Analysis of Large-Scale Databases Center (ITALD) products and services and their reported costs

Product type	Number of products	Reported costs
ITALD products/services	**50**	—
Conferences, institutes, or workshops	6[1]	$371,000
Presentations or webinars	9[2]	—
Research papers, articles, dissertations, or book chapters	31[3]	—
University courses, programs, or training models	2[4]	6,700
Other products or services	2[5]	24,000

TABLE READS: ITALD identified 50 products or services developed with PDP grant funding at the time of data collection.

— Cost data were not provided for this type of product or cannot be calculated because of missing information.

[1] Five 2-day training seminars on using various large-scale data sets, including the Special Education Elementary Longitudinal Study, the National Longitudinal Transition Study-2 ,and the National Early Intervention Longitudinal Study; one-day institute for local education agencies on analyzing Individuals with Disabilities Education Act Section 618 data and data required under No Child Left Behind.

[2] Presentations conducted by grant-funded doctoral students.

[3] Papers, journal articles, and dissertations written by grant-funded doctoral students.

[4] Special education policy courses and training model for development of grant-funded doctoral students.

[5] Monthly group meetings with graduate students; recruitment materials.

NOTE: ITALD was funded through 2011; products and services in this table include only those developed by the time of data collection. Costs associated with scholarships, stipends, and other monetary supports for doctoral students are not included in this table. Cost data have been rounded to the nearest thousand.

SOURCE: Inventory of products and services collected from center director between November 2009 and March 2010 (appendix B).

In the summer of 2010, three expert panel members reviewed 10 products sampled from the inventory of products provided by ITALD. The center staff did not identify any products as signature works, so the study team categorized all 10 products as nonsignature works. Panelists reviewed each selected ITALD product/service based on seven quality indicators and three relevance/usefulness indicators, with rating values ranging from 1 (very low) to 5 (very high). Not all indicators were relevant to all products.

Across the 10 reviewed nonsignature products, 95 percent of quality ratings and 91 percent of relevance/usefulness ratings were high or very high (figure 4.7). The mean ratings for nonsignature products were 4.79 for quality and 4.72 for relevance/usefulness (table 4.21). Table 4.21 provides additional details regarding the number of indicators, number of ratings, and scores for the specific types of products that were reviewed.

Figure 4.7: Distribution of expert panelist ratings (on a 5-point scale, with 5 being the highest) of quality and relevance for nonsignature products/services of the Interdisciplinary Training in Analysis of Large-Scale Databases Center (ITALD)
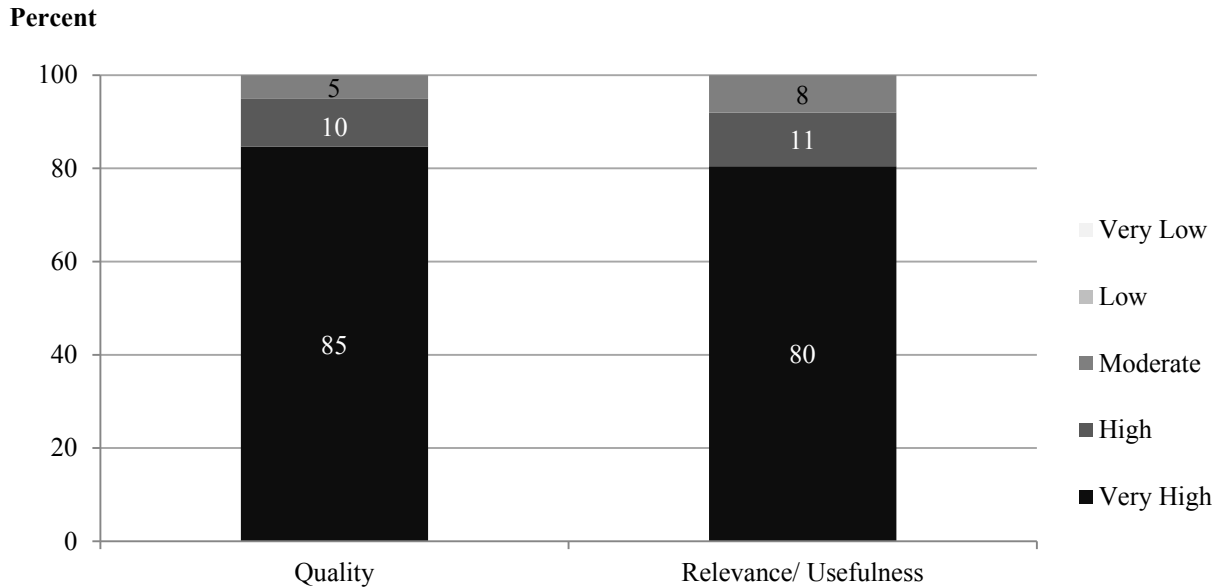
**Nonsignature products/services
(n=10 products/services, with 197 quality
ratings and 87 relevance/usefulness ratings)**

FIGURE READS: For the ITALD products reviewed by an expert panel, none of the 197 quality ratings were at the level of 1 (very low) or 2 (low), 5 percent were 3 (moderate), 10 percent were 4 (high), and 85 percent were 5 (very high).

NOTE: This figure includes data for all reviewed ITALD products. Center staff did not identify any of the center's products/services as signature works, defined as products or services that (1) were prominent in terms of the proportion of the center's overall effort, (2) were exclusively or nearly exclusively a product of the center's effort, (3) were predominately supported by grant funds or unlikely to have occurred without grant support, and (4) made a consequential contribution to the field or to the class of customers served. Consequently, the study team categorized all 10 products/services as nonsignature works. Panelists reviewed each selected ITALD product/service based on seven quality indicators and three relevance/usefulness indicators. In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product. Detail may not sum to totals due to rounding.

SOURCE: Expert panel reviews, conducted May through September 2010 using the rubric in appendix C.

Table 4.21: Expert ratings on sampled Interdisciplinary Training in Analysis of Large-Scale Databases (ITALD) products/services, by review dimension and type of product/service

ITALD products/services reviewed	Number of products/services	Quality				Relevance/usefulness			
		Number of indicators rated	Number of ratings	Mean	SD	Number of indicators	Number of ratings	Mean	SD
Signature	**0**	†	†	†	†	†	†	†	†
Nonsignature	**10**	**7**	**197**	**4.79**	**0.52**	**3**	**87**	**4.72**	**0.60**
Conferences, institutes, or workshops	3	7	55	4.62	0.68	3	25	4.80	0.50
Research papers, articles, dissertations, or book chapters	6	7	126	4.90	0.34	3	53	4.68	0.64
University courses, programs, or training models	1	7	16	4.50	0.73	3	9	4.78	0.67

TABLE READS: None of the ITALD products had been categorized by center staff as a signature work. Ten nonsignature ITALD products were reviewed. Each of three experts rated up to seven quality indicators for each product, resulting in 197 ratings. The mean rating for quality was 4.79 (*sd=0.52*). The experts rated up to three relevance/usefulness indicators for each product, resulting in 87 ratings. The mean rating for relevance/usefulness was 4.72 *(sd=0.60)*.

†Center staff did not identify any products/services signature works, so all 10 products/services were categorized as nonsignature works.

NOTE: In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product. For ITALD, experts made 284 ratings across the 10 products/services. All ratings were on a 5-point scale, with the following values: 1=very low, 2=low, 3=moderate, 4=high, 5=very high. Center websites were not included in the expert review process. Some products and services related to summer institutes, leadership training, and state team trainings were unavailable for expert panel review because the center director no longer had access to those materials. Products categorized as other were not included in the expert review process.

SOURCE: Rubric-based reviews by expert panel, conducted May through September 2010.

IDEA and Research for Inclusive Settings Center for Training Enhancements

IRIS-II was designed to assist college faculty and professional development providers in the preparation of high-quality personnel in inclusive settings. The center was funded from 2006-11 and housed at Vanderbilt University. The center developed and disseminated free, online modules and lesson ideas for use in preservice and in-service training (table 4.22).

Table 4.22: Descriptive information reported by the IDEA and Research for Inclusive Settings Center for Training Enhancements (IRIS-II)

Area	Center-specific description

Primary center strategies	• Developing and disseminating free, online training enhancement materials for education and related service faculty and professional development providers to use in preservice and in-service training, including
	  a. interactive modules;
	  b. case study units with school-based scenarios that use research-based methods or strategies; and
	  c. activities with hands-on learning opportunities, class discussions, and independent assignments.
	• Providing training and technical assistance (TA) to facilitate use of center materials, including conference presentations, workshops, seminars, and summer institutes.

Most frequently used products or services	• Online modules, particularly those focused on cultural and linguistic differences and on behavior; and • Case study units.
Link of center activities to prior work in the field	• IRIS-II was an expansion of work by the same grantees done under a prior PDP National Center, IRIS-I. IRIS-I focused only on non-special education faculty and did not include provisions for training and TA.
Challenges faced by center	• At the time of data collection, requests for TA exceeded the center's capacity.

NOTE: IRIS-II was funded through 2011; information in the table reflects center activities at the time of data collection.

SOURCE: Interview with center director, conducted in January 2010 (appendix A), and inventory of products and services collected from center director between November 2009 and March 2010 (appendix B).

In addition to other products and services, IRIS-II produced web-based interactive training modules, which accounted for 40 percent of costs for product development and dissemination at the time of data collection (table 4.23).

Table 4.23: Count of IDEA and Research for Inclusive Settings Center for Training Enhancements (IRIS-II) products and services and their reported costs

Product type	Number of products	Reported costs
IRIS-II products/services	**90**	**$2,193,000**
Conferences, institutes, or workshops	13[1]	570,000
Materials supporting universal technical assistance (TA)	2[2]	44,000
Presentations or webinars	65[3]	443,000
Web-based training modules, including supporting materials	8[4]	880,000
Websites, including activities promoting website use	1[5]	217,000
Other products or services	1[6]	38,000

TABLE READS: IRIS-II identified 90 products or services developed with PDP funding at the time of data collection and reported costs of $2.193 million for product development and dissemination.

[1] One IRIS Institute and 12 seminars to help faculty incorporate IRIS materials into syllabi and department curricula.

[2] Three case study units providing practice with school-based scenarios counted as one product; 10 postsecondary lesson activities counted as one product.

[3] Individual conference presentations and workshops, webinars, and TA and outreach sessions for special education faculty and professional development providers.

[4] Web-based interactive training modules based on the Star Legacy Cycle's 5 stages: The Challenge, Thoughts, Perspectives and Resources, Assessment, and Wrap-Up.

[5] One website, including phone-based guided tours of the website to familiarize users with the content and navigation, with access to center products.

[6] Promotional materials.

NOTE: IRIS-II was funded through 2011; products and services in this table include only those developed by the time of data collection. Costs have been rounded to the nearest thousand.

SOURCE: Inventory of products and services collected from center director between November 2009 and March 2010 (appendix B).

In the summer of 2010, three expert panel members reviewed 10 products sampled from the inventory of products provided by IRIS-II. Panelists reviewed each selected IRIS-II product/service based on four quality indicators and five relevance/usefulness indicators, with rating values ranging from 1 (very low) to 5 (very high). Not all indicators were relevant to all products.

For the two reviewed products identified by center staff as signature works, all quality ratings and 93 percent of the relevance/usefulness ratings were high or very high (figure 4.8). Across the eight nonsignature products, 82 percent of the quality ratings and 90 percent of the relevance/usefulness ratings were high or very high. The mean ratings for signature products were 4.75 for quality and 4.47 for relevance/usefulness, and the mean ratings for nonsignature products were 4.33 for quality and 4.44 for relevance/usefulness (table 4.24). Table 4.24 provides additional details regarding the number of indicators, number of ratings, and scores for the specific types of products that were reviewed.

Figure 4.8: Distribution of expert panelist ratings (on a 5-point scale, with 5 being the highest) of quality and relevance for signature and nonsignature products/ services of the IDEA and Research for Inclusive Settings Center for Training Enhancements (IRIS-II)
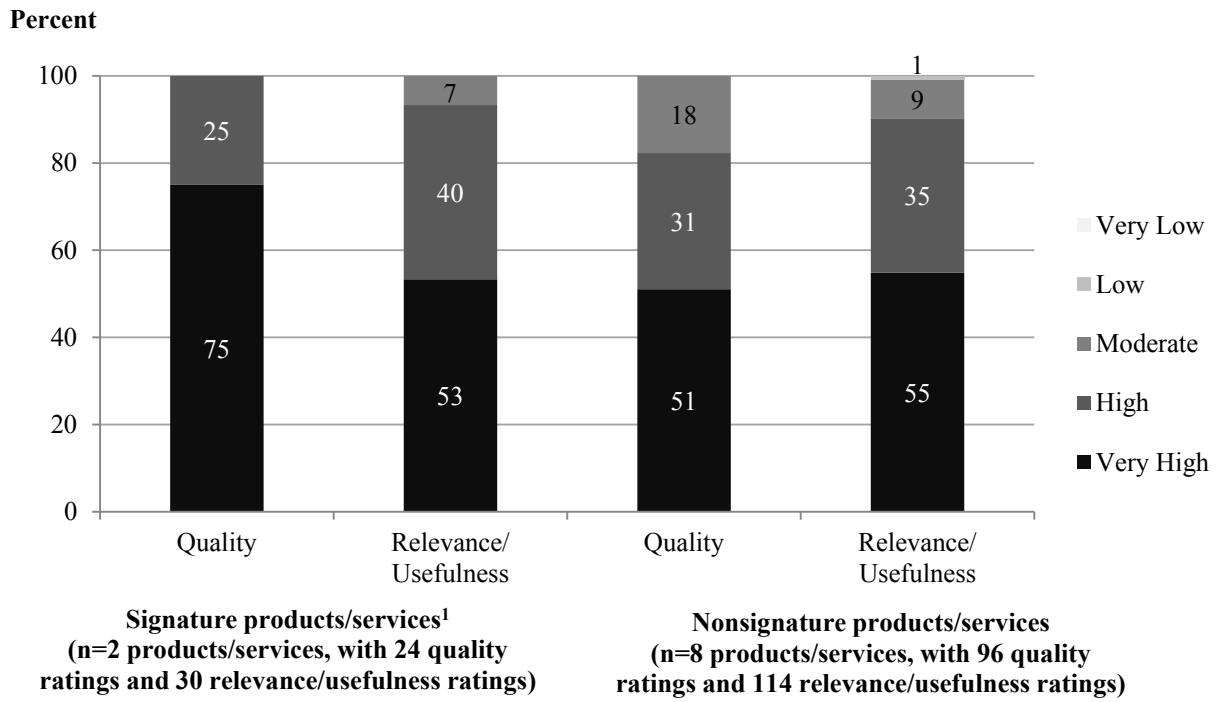
FIGURE READS: For the two signature IRIS-II products reviewed by an expert panel, none of the 24 quality ratings were at the level of 1 (very low), 2 (low), or 3 (moderate); 25 percent were 4 (high), and 75 percent were 5 (very high).

[1] Center staff members were asked to identify up to 10 percent of the center's products/services as signature works. Signature works were products or services that (1) were prominent in terms of the proportion of the center's overall effort, (2) were exclusively or nearly exclusively a product of the center's effort, (3) were predominately supported by grant funds or unlikely to have occurred without grant support, and (4) made a consequential contribution to the field or to the class of customers served. Neither websites nor products categorized as other were included in the expert review process.

NOTE: Panelists reviewed each selected IRIS-II product/service based on four quality indicators and five relevance/usefulness indicators. In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product.

SOURCE: Expert panel reviews, conducted May through September 2010 using the rubric in appendix C.

Table 4.24: Expert ratings on sampled signature and nonsignature IDEA and Research for Inclusive Settings Center for Training Enhancements (IRIS-II) products/ services, by review dimension and type of product/service

IRIS-II products/services reviewed	Number of products/services	Quality				Relevance/usefulness			
		Number of indicators rated	Number of ratings	Mean	SD	Number of indicators	Number of ratings	Mean	SD
Signature	**2**	**4**	**24**	**4.75**	**0.44**	**5**	**30**	**4.47**	**0.63**
Web-based training modules, including supporting materials	2	4	24	4.75	0.44	5	30	4.47	0.63
Nonsignature	**8**	**4**	**96**	**4.33**	**0.76**	**5**	**114**	**4.43**	**0.69**
Materials supporting universal technical assistance	2	4	24	4.00	0.83	5	29	4.28	0.75
Presentations or webinars	1	4	12	4.42	0.51	5	10	4.00	0.47
Web-based training modules, including supporting materials	5	4	60	4.45	0.75	5	75	4.56	0.66

TABLE READS: Two IRIS-II signature products were reviewed. Each of three experts rated up to four quality indicators for each product, resulting in 24 ratings. The mean rating for quality was 4.75 (*sd=0.44*). The experts rated up to five relevance/ usefulness indicators for each product, resulting in 30 ratings. The mean rating for relevance/usefulness was 4.47 *(sd=0.63)*.

NOTE: In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product. For IRIS-II, experts made 264 ratings across the 10 products/services. All ratings were on a 5-point scale, with the following values: 1=very low, 2=low, 3=moderate, 4=high, 5=very high. Neither websites nor products categorized as other were included in the expert review process.

SOURCE: Rubric-based reviews by expert panel, conducted May through September 2010.

National Institute for Urban School Improvement Principal Leadership Academies Initiative

NIUSI-PLAN LeadScape was designed to assist school principals in developing and implementing inclusive schools to ensure that students with and without disabilities meet or exceed state academic standards. The center was funded 2006-11 and housed at the University of Arizona. The center conducted face-to-face and online trainings, provided on-site coaching, and disseminated materials to support the use of inclusive practices. (table 4.25).

Table 4.25: Descriptive information reported by the National Institute for Urban School Improvement Principal Leadership Academies Initiative (NIUSI-PLAN LeadScape)

Area	Center-specific description
Primary center strategies	• Developing, testing, and validating a combination of face-to-face instruction, online learning, and on-site coaching with a pilot group of principals, followed by the launch of full-scale implementation with an additional 400 principals; • Holding annual 3-day institutes with participating principals; • Providing online professional learning modules and dialogue guides; • Providing on-site coaching; • Developing and supporting a website with professional learning activities, products, and resources; and • Disseminating materials to local education agencies about website activities, products, and resources.
Most frequently used products or services	• Website access to professional learning activities, products, and resources.
Link of center activities to prior work in the field	• The center was a continuation of work done by the National Center for Culturally Responsive Educational Systems and the National Center for Urban School Improvement. Many of the products produced through the other centers were offered to principals through NIUSI-PLAN LeadScape.
Challenges faced by center	• Setting up and using data from school districts to accommodate the many different data platforms used in districts; and • Helping schools that have access to data understand how this platform can enhance their work.

NOTE: NIUSI-PLAN LeadScape was funded through 2011; information in the table reflects center activities at the time of data collection.

SOURCE: Interview with center director, conducted in January 2010 (appendix A).

Among other products and services, NIUSI-PLAN LeadScape provided a series of onsite institutes for principals focused on inclusive schools that accounted for 49 percent of costs for product development and dissemination at the time of data collection (table 4.26).

Table 4.26: Count of National Institute for Urban School Improvement Principal Leadership Academies Initiative (NIUSI-PLAN LeadScape) products and services and their reported costs

Product type	Number of products	Reported costs
NIUSI-PLAN LeadScape products and services	**25**	**$419,000**
Briefs or short reports	6[1]	$23,000
Conferences, institutes, or workshops	5[2]	205,000
Materials supporting universal technical assistance	1[3]	5,000
Web-based training modules, including supporting materials	12[4]	36,000
Websites, including activities promoting website use	1[5]	150,000

TABLE READS: NIUSI-PLAN LeadScape identified 25 products or services developed with PDP funding at the time of data collection and reported costs of $419,000 for product development and dissemination.

[1] Six topical briefs designed to provide practitioners with research-based guidelines for inclusive practices.

[2] Three-day institutes for participating school principals.

[3] Framework for using culturally responsive cognitive coaching in schools.

[4] Twelve professional learning modules on culturally responsive practices, early intervening strategies, and universal design for learning approaches.

[5] Website with individual school wikis, research-based briefs and journal abstracts related to inclusive practices, downloadable professional learning and school improvement resources, expert blog on inclusive practices, school-level data, and online discussion groups and shared files.

NOTE: NIUSI-PLAN LeadScape was funded through 2011; products and services in this table include only those developed by the time of data collection.

SOURCE: Inventory of products and services collected from center director between November 2009 and March 2010 (appendix B).

In the summer of 2010, three expert panel members reviewed 10 products sampled from the inventory of products provided by NIUSI-PLAN LeadScape. Panelists rated each sampled NIUSI-PLAN LeadScape product/service based on nine quality indicators and four relevance/usefulness indicators, with rating values ranging from 1 (very low) to 5 (very high). Not all indicators were relevant to all products.

For the one reviewed product identified by center staff as a signature work, 63 percent of the quality ratings and 60 percent of the relevance/usefulness ratings were high or very high (figure 4.9). Across the nine nonsignature products, 60 percent of the quality ratings and 52 percent of the relevance/usefulness ratings were high or very high. The mean ratings for the signature product were 3.93 for quality and 3.90 for relevance/usefulness, and the mean ratings for nonsignature products were 3.87 for quality and 3.68 for relevance/usefulness (table 4.27). Table 4.27 provides additional details regarding the number of indicators, number of ratings, and scores for the specific types of products that were reviewed.

Figure 4.9: Distribution of expert panelist ratings (on a 5-point scale, with 5 being the highest) of quality and relevance for signature and nonsignature products/services of the National Institute for Urban School Improvement Principal Leadership Academies Initiative (NIUSI-PLAN LeadScape)
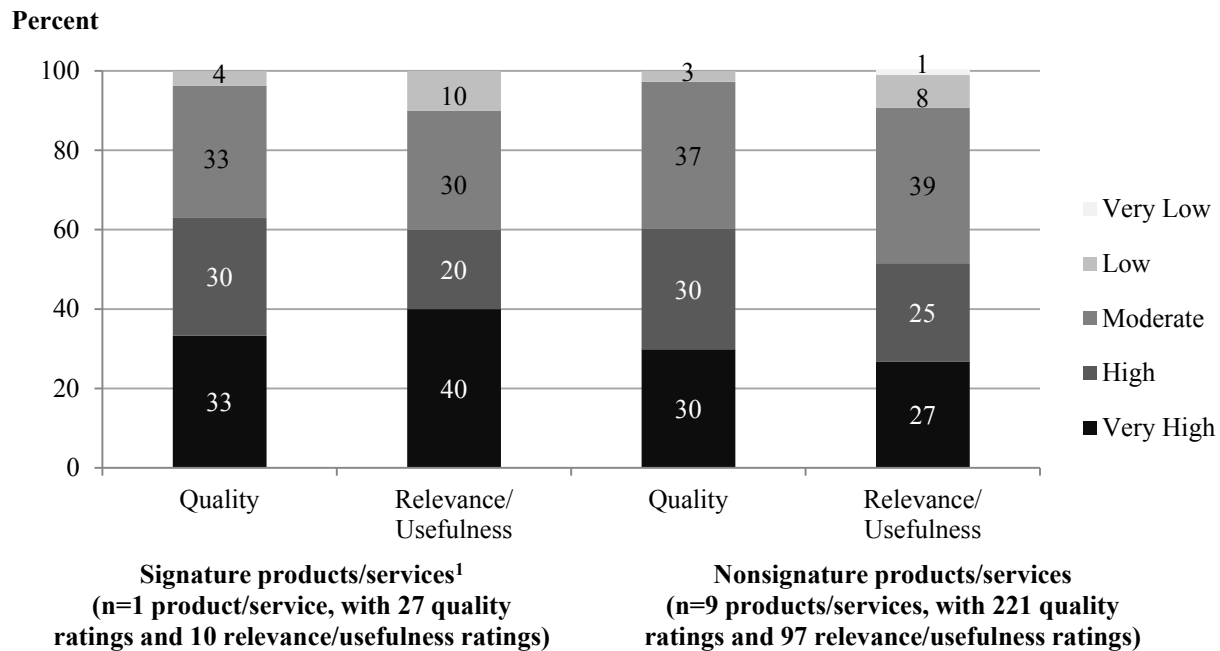
Percent

FIGURE READS: For the signature NIUSI-PLAN LeadScape product/service reviewed by an expert panel, none of the 27 quality ratings were at the level of 1 (very low), 4 percent were 2 (low), 33 percent were 3 (moderate), 30 percent were 4 (high), and 33 percent were 5 (very high).

[1] Center staff members were asked to identify up to 10 percent of the center's products/services as signature works. Signature works were products or services that (1) were prominent in terms of the proportion of the center's overall effort, (2) were exclusively or nearly exclusively a product of the center's effort, (3) were predominately supported by grant funds or unlikely to have occurred without grant support, and (4) made a consequential contribution to the field or to the class of customers served. Center websites were not included in the expert panel review.

NOTE: Panelists reviewed each selected NIUSI-PLAN product/service based on nine quality indicators and four relevance/usefulness indicators. In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product.

SOURCE: Expert panel reviews, conducted May through September 2010 using the rubric in appendix C.

Table 4.27: **Expert ratings on sampled National Institute for Urban School Improvement Principal Leadership Academies Initiative (NIUSI-PLAN LeadScape) products/services, by review dimension and product signature status**

NIUSI-PLAN LeadScape products/services reviewed	Number of products/services	Number of indicators rated	Quality			Relevance/usefulness			
			Number of ratings	Mean	SD	Number of indicators	Number of ratings	Mean	SD
Signature	**1**	**9**	**27**	**3.93**	**0.92**	**4**	**10**	**3.90**	**1.10**
Materials supporting universal technical assistance	1	9	27	3.93	0.92	4	10	3.90	1.10
Nonsignature	**9**	**9**	**221**	**3.87**	**0.88**	**4**	**97**	**3.68**	**1.00**
Briefs or short reports	2	9	43	3.56	0.83	4	21	3.43	0.98
Conferences, institutes, or workshops	2	9	52	3.85	0.80	4	20	3.75	1.02
Web-based training modules, including supporting materials	5	9	126	3.99	0.90	4	56	3.75	1.00

TABLE READS: One NIUSI-PLAN LeadScape signature product was reviewed. Each of three experts rated up to nine quality indicators for each product, resulting in 27 ratings. The mean rating for quality was 3.93 (*sd=0.92*). The experts rated up to four relevance/usefulness indicators for each product, resulting in 10 ratings. The mean rating for relevance/usefulness was 3.90 *(sd=1.10)*.

NOTE: In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product. For NIUSI-PLAN LeadScape, experts made 355 ratings across the 10 products/services. All ratings were on a 5-point scale, with the following values: 1=very low, 2=low, 3=moderate, 4=high, 5=very high. Center websites were not included in the expert review process.

SOURCE: Rubric-based reviews by expert panel, conducted May through September 2010.

National Professional Development Center on Inclusion

NPDCI was designed to increase the number of high-quality early childhood personnel serving children in inclusive preschool settings by improving the quality and accessibility of PD, training, and TA. The center was funded 2006-11 and housed at the University of North Carolina at Chapel Hill's Frank Porter Graham Child Development Institute. The center provided rigorous, ongoing training and technical assistance to select states, and produced additional resources available to all states (table 4.28).

Table 4.28: Descriptive information reported by the National Professional Development Center on Inclusion (NPDCI)

Area	Center-specific description
Primary center strategies	• Working with selected states to identify professional development (PD) needs and resources and provide rigorous, ongoing PD, training, and technical assistance (TA) to develop statewide systems of PD for supporting inclusion in early childhood; • Developing and disseminating resources to assist all states in increasing the number of high-quality personnel serving preschoolers with disabilities and their families in inclusive settings, including concept papers, research syntheses, planning and facilitation tools, and webinars; • Conducting conference presentations and intensive workshops; and • Developing and supporting an interactive website with tools, presentations, multimedia, and password-protected space for state work sites.
Most frequently used products or services	• NPDCI website with workspace for participating states and a variety of resources for any state-level early childhood personnel; • Concept papers related to PD of early childhood personnel; and • A position paper on early childhood inclusion.
Challenges faced by center	• Turnover among some of the state liaisons due to illness, retirement, or resignation; • Changes in state leadership leading to confusion about state priorities and inconsistent funding for PD initiatives and cross-sector work; • Moving states from cross-sector co-existence toward cross-sector integration; and • The necessity for states to respond to changes at the federal level as well as impact of the economic downturn.

NOTE: NPDCI was funded through 2011; information in the table reflects center activities at the time of data collection. There was not suffcient information available to report on the link of center activities to prior work in the field.

SOURCE: Interview with center director, conducted in January 2010 (appendix A), and Inventory of products and services, collected from center director between November 2009 and March 2010 (appendix B).

In addition to other products and services at the time of data collection, NPDCI had worked with eight states to develop statewide comprehensive systems of high-quality, cross-sector PD to support inclusion, which accounted for 53 percent of costs for product development and dissemination (table 4.29).

Table 4.29: Count of National Professional Development Center on Inclusion (NPDCI) products and services and their reported costs

Product type	Number of products	Reported costs
NPDCI products and services	**119**	**$1,173,000**
Briefs or short reports	4[1]	$85,000
Conferences, institutes, or workshops	17[2]	36,000
Intensive, focused technical assistance (TA)	8[3]	625,000
Materials supporting universal TA	2[4]	34,000
Presentations or webinars	71[5]	140,000
Research papers, articles, dissertations, or book chapters	15[6]	64,000
Websites, including activities promoting website use	1[7]	185,000
Other products or services	1[8]	2,000

TABLE READS: NPDCI identified 119 products and services developed with PDP funding at the time of data collection and reported costs of $1.173 million for product development and dissemination.

[1] Two concept papers, a research synthesis on early childhood inclusion, and research findings on professional development (PD) in early childhood.

[2] Eleven seminars and six workshops.

[3] Work with eight states to develop statewide comprehensive systems of high-quality, cross-sector PD to support inclusion.

[4] Planning and facilitation tools for PD; and a survey designed to gather information about cross-sector, statewide PD in early childhood.

[5] Seven webinars and 64 presentations.

[6] Six book chapters, seven journal articles, a joint position statement of the Division of Early Childhood of the Council for Exceptional Children and the National Association for the Education of Young Children, and a journal special issue.

[7] Website with password-protected worksites for participating states, as well as a variety of resources targeted to any state-level early childhood personnel.

[8] Promotional materials.

NOTE: NPDCI was funded through 2011; products and services in this table include only those developed by the time of data collection. Cost data have been rounded to the nearest thousand.

SOURCE: Inventory of products and services, collected from center director between November 2009 and March 2010 (appendix B).

In the summer of 2010, three expert panel members reviewed 10 products from the inventory of products provided by NPDCI. Panelists reviewed each selected NPDCI product based on eight quality indicators and six relevance/usefulness indicators, with rating values ranging from 1 (very low) to 5 (very high). Not all indicators were relevant to all products.

For the three reviewed products identified by center staff as signature works, 74 percent of the quality ratings and 71 percent of the relevance/usefulness ratings were high or very high (figure 4.10). Across the seven nonsignature products, 48 percent of quality ratings and 49 percent of relevance/usefulness ratings were high or very high. The mean ratings for signature products were 3.87 for quality and 3.84 for relevance/usefulness, and the mean ratings for nonsignature products were 3.42 for quality and 3.30 for relevance/usefulness (table 4.30). Table 4.30 provides additional details regarding the number of indicators, number of ratings, and scores for the specific types of products that were reviewed.

Figure 4.10: Distribution of expert panelist ratings (on a 5-point scale, with 5 being the highest) of quality and relevance for signature and nonsignature products/services of the National Professional Development Center on Inclusion (NPDCI)

Signature products/services[1]
(n=3 products/services, with 68 quality ratings and 51 relevance/usefulness ratings)

Nonsignature products/services
(n=7 products/services, with 138 quality ratings and 116 relevance/usefulness ratings)
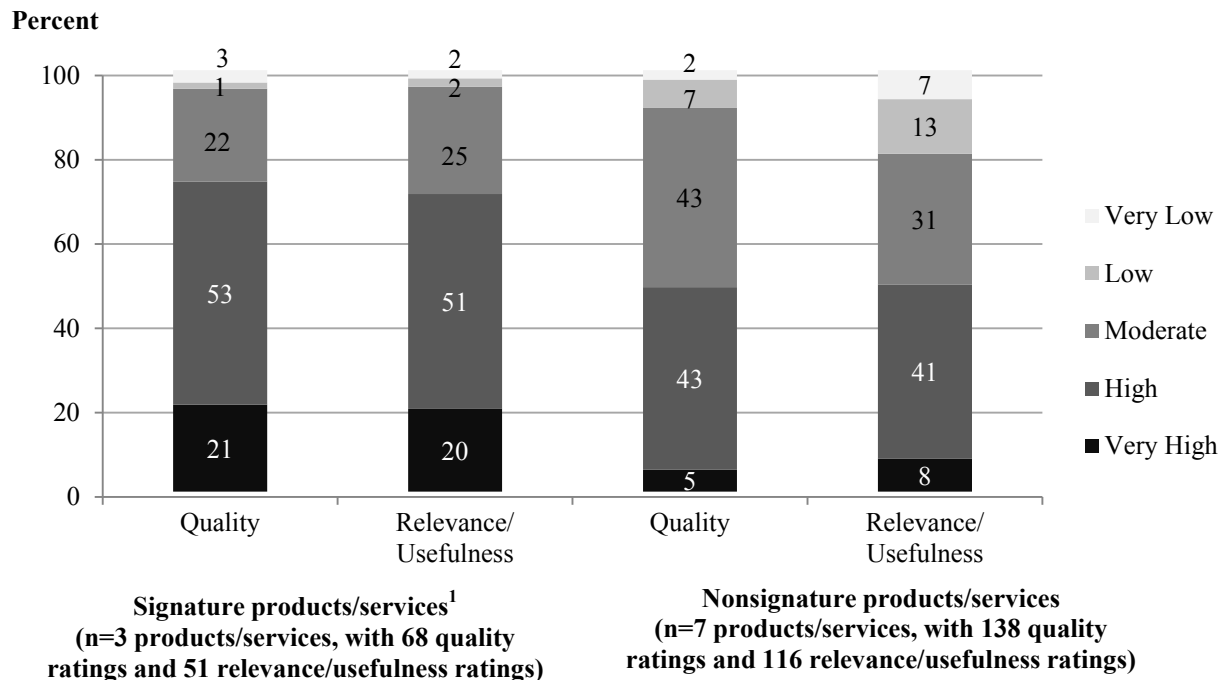
FIGURE READS: For the three signature products of NPDCI reviewed by an expert panel, 3 percent of the 68 quality ratings were at the level of 1 (very low), 1 percent were 2 (low), 22 percent were 3 (moderate), 53 percent were 4 (high) and 21 percent were 5 (very high).

[1] Center staff members were asked to identify up to 10 percent of the center's products/services as signature works. Signature works were products or services that (1) were prominent in terms of the proportion of the center's overall effort, (2) were exclusively or nearly exclusively a product of the center's effort, (3) were predominately supported by grant funds or unlikely to have occurred without grant support, and (4) made a consequential contribution to the field or to the class of customers served.

NOTE: Panelists reviewed each selected NPDCI product/service based on eight quality indicators and six relevance/usefulness indicators. In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product.

SOURCE: Expert panel reviews, conducted May through September 2010 using the rubric in appendix C.

Table 4.30: Expert ratings on sampled National Professional Development Center on Inclusion (NPDCI) products/services, by review dimension and product signature status

NPDCI products/services reviewed	Number of products/services	Quality				Relevance/usefulness			
		Number of indicators rated	Number of ratings	Mean	SD	Number of indicators rated	Number of ratings	Mean	SD
Signature	**3**	**8**	**68**	**3.87**	**0.86**	**6**	**51**	**3.84**	**0.83**
Intensive, focused technical assistance (TA)	1	8	21	3.19	0.75	6	16	3.75	0.58
Research papers, articles, dissertations, or book chapters	2	8	47	4.17	0.73	6	35	3.89	0.93
Nonsignature	**7**	**8**	**138**	**3.42**	**0.78**	**6**	**116**	**3.30**	**1.02**
Intensive, focused TA	1	8	23	3.35	0.71	6	17	3.53	1.01
Presentations or webinars	5	8	95	3.52	0.77	6	81	3.37	0.95
Research papers, articles, dissertations, or book chapters	1	8	20	3.05	0.83	6	18	2.78	1.22

TABLE READS: Three NPDCI signature products were reviewed. Each of three experts rated up to eight quality indicators for each product, resulting in 68 ratings. The mean rating for quality was 3.87 (*sd=0.86*). The experts rated up to six relevance/usefulness indicators for each product, resulting in 51 ratings. The mean rating for relevance/usefulness was 3.84 *(sd=0.83)*.

NOTE: In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product. For NPDCI, experts made 373 ratings across the 10 products/services. Five ratings were not included in the analysis for the reason stated above (†). All ratings were on a 5-point scale, with the following values: 1=very low, 2=low, 3=moderate, 4=high, 5=very high. Neither center websites nor products categorized as other were included in the expert review process.

SOURCE: Rubric-based reviews by expert panel, conducted May through September 2010.

The Center to Mobilize Early Childhood Knowledge

CONNECT was designed to assist faculty and PD providers to prepare highly qualified personnel in special education, related services, early intervention, and early care and education to work with young children with disabilities and their families. The center is housed at the University of North Carolina at Chapel Hill's Frank Porter Graham Child Development Institute. PDP funding for the center began in 2007 and will continue through 2012. The center has developed resources for early childhood practitioners, faculty, and PD providers around evidence-based approaches in early intervention/early childhood special education (table 4.31).

Table 4.31: Descriptive information reported by the Center to Mobilize Early Childhood Knowledge (CONNECT)

Area	Center-specific description
Primary center strategies	• Increasing the competence of professional development (PD) providers for designing, delivering, and evaluating evidence-based approaches in early intervention/early childhood special education;
	• Developing evidence-based content modules on teaching and intervention practices in early childhood education for children with special needs;
	• Developing pedagogical modules on research-based or promising PD approaches and models in early childhood education for children with special needs;
	• Creating mechanisms for accessing materials, such as a searchable database of downloadable resources, online interactive modules and materials, and syntheses of research on teaching and intervention practices; and
	• Providing targeted technical assistance to faculty and PD providers.
Challenges faced by center	• Finding a balance between content breadth and depth in development of the first module;
	• Initial lack of necessary technology infrastructure and expertise, which was remedied through use of a new web platform and the addition of qualified staff; and
	• Hiring new staff and managing evolving staff roles and responsibilities.

NOTE: CONNECT was funded through 2012; information in the table reflects center activities at the time of data collection. There was not suffcient information available to report the most frequently used products or services or the link of center activities to prior work in the field.

SOURCE: Interview with center director, conducted in January 2010 (appendix A), and Online Discretionary Grants Public Database accessed through the Office of Special Education Programs Technical Assistance and Dissemination Network.

In addition to other products and services at the time of data collection, CONNECT had developed the first in a series of web-based instructional modules with supporting materials, which accounted for 65 percent of reported costs for product development and dissemination (table 4.32).

Table 4.32: Count of Center to Mobilize Early Childhood Knowledge (CONNECT) products and services and their reported costs

Product type	Number of products	Reported costs
CONNECT products and services	**18**	**$777,000**
Conferences, institutes, or workshops	2[1]	$9,000
Presentations or webinars	9[2]	27,000
Research papers, articles, dissertations, or book chapters	2[3]	1,000
Web-based training modules, including supporting materials	3[4]	506,000
Websites, including activities promoting website use	1[5]	234,000
Other products or services	1[6]	400

TABLE READS: CONNECT identified 18 products and services developed with PDP funding at the time of data collection and reported costs of $777,000 for product development and dissemination.

[1] Two day-long workshops for faculty and professional development (PD) providers.

[2] National webinars, web-based PD resources, and presentations.

[3] One book chapter and one article on evidence-based practices for supporting inclusion.

[4] One interactive web-based module for early childhood practitioners, faculty, and PD providers; one video about the CONNECT web-based modules; and one multi-media module on early childhood inclusion.

[5] Website for online collaborative work with a searchable database of planning tools, articles, concept papers, research summaries, publications, presentations, activities, a newsletter and blogs for parents, policymakers, practitioners, and providers.

[6] Promotional materials.

NOTE: CONNECT was funded through 2012; products and services in this table include only those developed by the time of data collection. Cost data have been rounded to the nearest thousand.

SOURCE: Inventory of products and services, collected from center director between November 2009 and March 2010 (appendix B).

In the summer of 2010, three expert panel members reviewed five products from the inventory of products provided by CONNECT. Panelists reviewed each selected CONNECT product/service based on eight quality indicators and six relevance/usefulness indicators, with rating values ranging from 1 (very low) to 5 (very high). Not all indicators were relevant to all products.

For the one sampled product identified by center staff as a signature works, 92 percent of the quality ratings and 95 percent of the relevance/usefulness ratings were high or very high (figure 4.11). Across the four nonsignature products, 83 percent of quality ratings and 72 percent of relevance/usefulness ratings were high or very high. The mean ratings for the signature product were 4.46 for quality and 4.65 for relevance/usefulness, and the mean ratings for the nonsignature products were 4.25 for quality and 4.20 for relevance/usefulness (table 4.33). Table 4.33 provides additional details regarding the number of indicators, number of ratings, and scores for the specific types of products that were reviewed.

Figure 4.11: Distribution of expert panelist ratings (on a 5-point scale, with 5 being the highest) of quality and relevance for signature and nonsignature products/services of the Center to Mobilize Early Childhood Knowledge (CONNECT)

Percent

Signature products/services[1]
(n=1 product/service, with 24 quality
ratings and 17 relevance/usefulness ratings)

Nonsignature products/services
(n=4 products/services, with 72 quality
ratings and 64 relevance/usefulness ratings)
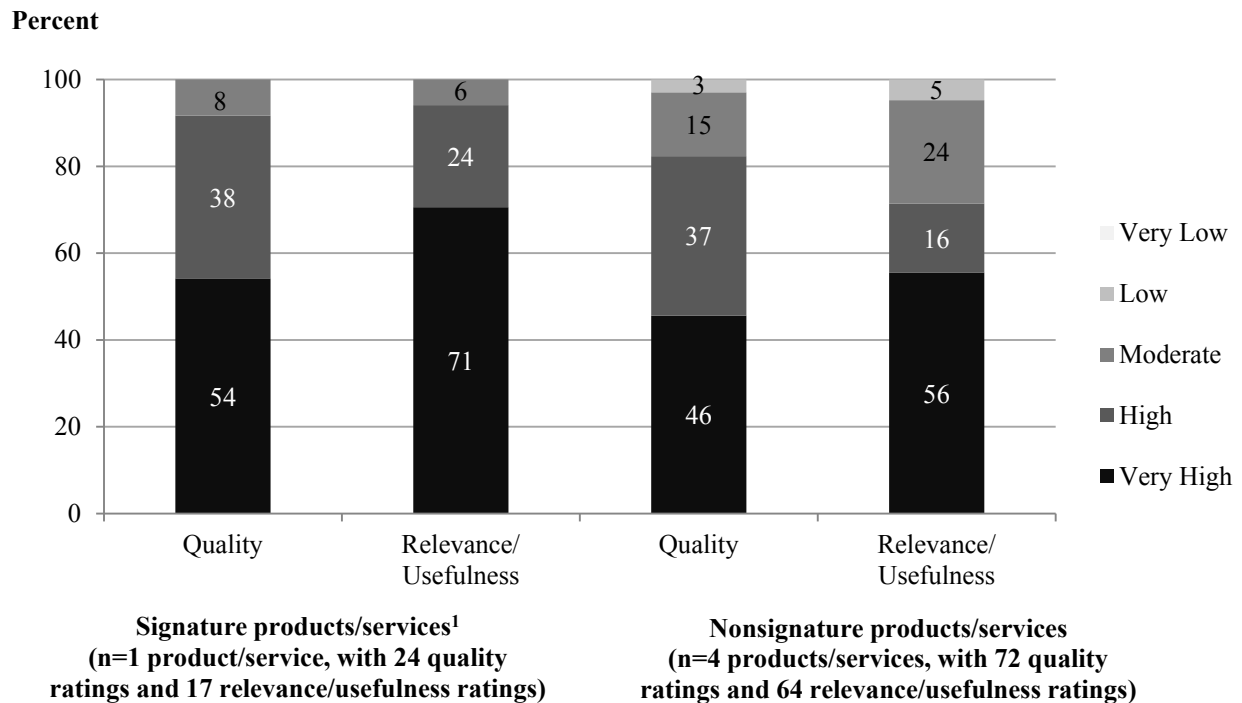
FIGURE READS: For the signature CONNECT product reviewed by an expert panel, none of the 24 quality ratings were at the level of 1 (very low) or 2 (low), 8 percent were 3 (moderate), 38 percent were 4 (high), and 54 percent were 5 (very high).

[1] Center staff members were asked to identify up to 10 percent of the center's products/services as signature works. Signature works were products or services that (1) were prominent in terms of the proportion of the center's overall effort, (2) were exclusively or nearly exclusively a product of the center's effort, (3) were predominately supported by grant funds or unlikely to have occurred without grant support, and (4) made a consequential contribution to the field or to the class of customers served.

NOTE: Panelists reviewed each selected CONNECT product/service based on eight quality indicators and six relevance/usefulness indicators. In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product. Detail may not sum to totals due to rounding.

SOURCE: Expert panel reviews, conducted May through September 2010 using the rubric in appendix C.

Table 4.33: Expert ratings on sampled Center to Mobilize Early Childhood Knowledge (CONNECT) products/services, by review dimension and product signature status

CONNECT products/services reviewed	Number of products/services	Number of indicators rated	Quality Number of ratings	Quality Mean	Quality SD	Relevance/usefulness Number of indicators	Relevance/usefulness Number of ratings	Relevance/usefulness Mean	Relevance/usefulness SD
Signature	**1**	**8**	**24**	**4.46**	**0.66**	**6**	**17**	**4.65**	**0.61**
Web-based training modules, including supporting materials	1	8	24	4.46	0.66	6	17	4.65	0.61
Nonsignature	**4**	**8**	**72**	**4.25**	**0.80**	**6**	**64**	**4.20**	**0.98**
Presentations or webinars	1	8	20	4.00	0.86	6	14	4.29	0.91
Research papers, articles, dissertations, or book chapters	2	6	33	4.09	0.80	6	32	3.91	1.06
Web-based training modules, including supporting materials	1	8	19	4.79	0.42	6	18	4.67	0.69

TABLE READS: One CONNECT signature product was reviewed. Each of three experts rated up to eight quality indicators for each product, resulting in 24 ratings. The mean rating for quality was 4.46 (*sd=0.66*). The experts rated up to six relevance/ usefulness indicators for each product, resulting in 17 ratings. The mean rating for relevance/usefulness was 4.65 *(sd=0.61)*.

NOTE: In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product. For CONNECT, experts made 177 ratings across the 5 products/services. All ratings were on a 5-point scale, with the following values: 1=very low, 2=low, 3=moderate, 4=high, 5=very high. Neither websites nor products categorized as other were included in the expert review process.

SOURCE: Rubric-based reviews by expert panel, conducted May through September 2010.

National Center to Inform Policy and Practice in Special Education Professional Development

NCIPP, housed at the University of Florida, was designed to recommend policies and practices to improve teacher induction and mentoring, collaboration, and preservice preparation. PDP funding for the center began in 2007 and will continue through 2012. NCIPP has produced research syntheses, policy analyses, and information briefs targeted to college faculty, as well as state, local, and building level administrators. (table 4.34).

Table 4.34: Descriptive information reported by the National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP)

Area	Center-specific description

Primary center strategies	• Synthesizing, publishing, and disseminating research on induction and mentoring, collaboration, and preservice preparation, through research syntheses, policy analyses, and information briefs;
	 • Identifying and recommending to institutions of higher education (IHEs), state education agencies, and local education agencies
	     a. policies and practices in special education teacher preparation that improve retention; and
	     b. implementation strategies that provide beginning special education and regular education teachers with the knowledge and skills to effectively support students with disabilities in different classroom settings, with a particular focus on urban and rural schools.
	 • Developing model cases that describe well-established programs for enhanced induction and mentoring for special educators; and
	 • Providing targeted technical assistance (TA) to states and intensive TA to districts and IHEs.

Most frequently used products or services	• Not yet known at the time of data collection.
Link of center activities to prior work in the field	• NCIPP is not a continuation of any previous work, though many of the individuals involved in NCIPP worked together on a prior Office of Special Education Programs project, the Center on Personnel Studies in Special Education.
Challenges faced by center	• Inadequate research was available on evidence based practices at the initiation of the grant.

NOTE: NCIPP was funded through 2012; information in the table reflects center activities at the time of data collection.
SOURCE: Interview with center director conducted in December 2009 (appendix A); and NCIPP website (http://ncipp.education.ufl.edu).

In addition to other products and services at the time of data collection, NCIPP had developed several research papers, which accounted for 61 percent of costs for product development and dissemination (table 4.35).

Table 4.35: Count of National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP) products and services and their reported costs

Product type	Number of products	Reported costs
NCIPP products and services	**39**	**$262,000**
Briefs or short reports	29[1]	$93,000
Presentations or webinars	6[2]	9,000
Research papers, articles, dissertations, or book chapters	4[3]	160,000

TABLE READS: NCIPP identified 39 products and services developed with PDP funding at the time of data collection and reported costs of $262,000 for product development and dissemination.

[1] Information briefs targeted to state and local education agencies and building administrators.

[2] Presentations delivered at national conferences and available for the public via podcasts.

[3] Research syntheses targeted to institutions of higher education faculty.

NOTE: NCIPP was still active at the time of data collection; thus, the counts of products and services provided in this table are incomplete. Costs have been rounded to the nearest thousand. The NCIPP website was not included in the count of products and services provided by the center director.

SOURCE: Inventory of products and services, collected from center director between November 2009 and March 2010 (appendix B).

In the summer of 2010, three expert panel members reviewed five products from the inventory of products provided by NCIPP. Panelists reviewed each selected NCIPP product/service based on six quality indicators and four relevance/usefulness indicators, with rating values ranging from 1 (very low) to 5 (very high). Not all indicators were relevant to all products.

For the one reviewed product identified by center staff as a signature work, 83 percent of the quality ratings and 92 percent of the relevance/usefulness ratings were high or very high (figure 4.12). Across the four nonsignature products, 88 percent of quality ratings and 90 percent of relevance/usefulness ratings were high or very high. The mean ratings for the signature product were 4.50 for quality and 4.67 for relevance/usefulness, and the mean ratings for the nonsignature products were 4.59 for quality and 4.54 for relevance/usefulness (table 4.36). Table 4.36 provides additional details regarding the number of indicators, number of ratings, and scores for the specific types of products that were reviewed.

Figure 4.12: Distribution of expert panelist ratings (on a 5-point scale, with 5 being the highest) of quality and relevance for signature and nonsignature products/services of the National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP)
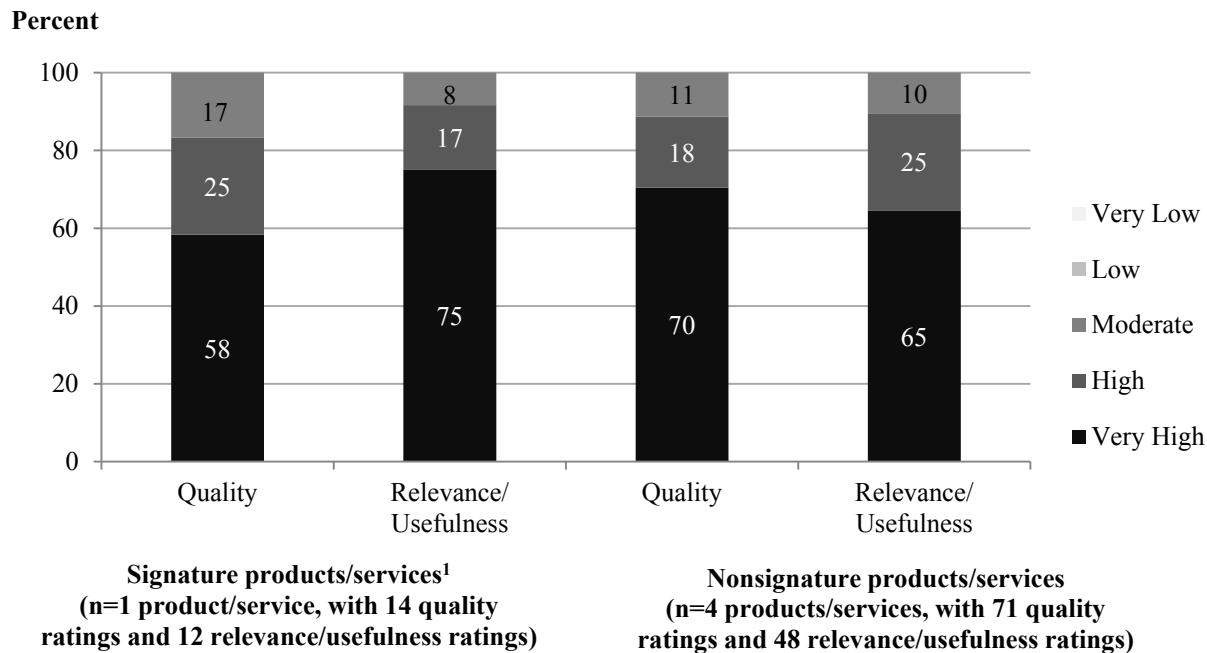
Percent

FIGURE READS: For the sampled signature NCIPP product reviewed by an expert panel, none of the 14 quality ratings were rated 1 (very low) or 2 (low),17 percent or quality ratings were 3 (moderate), 25 percent were 4 (high), and 58 percent were 5 (very high).

[1] Center staff members were asked to identify up to 10 percent of the center's products/services as signature works. Signature works were products or services that (1) were prominent in terms of the proportion of the center's overall effort, (2) were exclusively or nearly exclusively a product of the center's effort, (3) were predominately supported by grant funds or unlikely to have occurred without grant support, and (4) made a consequential contribution to the field or to the class of customers served.

NOTE: Panelists reviewed each selected NCIPP product/service based on six quality indicators and four relevance/usefulness indicators. In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product. Detail may not sum to totals due to rounding.

SOURCE: Expert panel reviews, conducted May through September 2010 using the rubric in appendix C.

Table 4.36: Expert ratings on sampled National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP) products/services, by review dimension and product signature status

NCIPP products/services reviewed	Number of products/services	Quality					Relevance/usefulness			
		Number of indicators rated	Number of ratings	Mean	SD		Number of indicators	Number of ratings	Mean	SD
Signature	**1**	**6**	**14**	**4.50**	**0.76**		**4**	**12**	**4.67**	**0.65**
Briefs or short reports[1]	1	6	14	4.50	0.76		4	12	4.67	0.65
Nonsignature	**4**	**6**	**71**	**4.59**	**0.69**		**4**	**48**	**4.57**	**0.66**
Research papers, articles, dissertations, or book chapters	4	6	71	4.59	0.69		4	48	4.54	0.68

TABLE READS: One NCIPP signature product was reviewed. Each of three experts rated up to six quality indicators for each product, resulting in 14 ratings. The mean rating for quality was 4.50 (*sd=0.76*). The experts rated up to four relevance/usefulness indicators for each product, resulting in 12 ratings. The mean rating for relevance/usefulness was 4.67 *(sd=0.65)*.

[1] The signature product sampled from NCIPP consisted of 29 individual briefs reviewed by the expert panel as a single product.

NOTE: In general, the number of ratings is equal to *three raters* x *the number of products* x *the number of indicators*. The number of ratings was reduced, however, when a rater considered a particular indicator to be "not applicable" to a particular product. For NCIPP, experts made 145 ratings across the 5 products/services. All ratings were on a 5-point scale, with the following values: 1=very low, 2=low, 3=moderate, 4=high, 5=very high.

SOURCE: Rubric-based reviews by expert panel, conducted May through September 2010.

5. Design for the Substudy of PDP Training Grant Applicants

The substudy of PDP training grant applicants was intended to (1) describe courses of study that were the focus of applications in FY 2006 and FY 2007, (2) document changes to courses of study since application, and (3) assess the quality and relevance/usefulness of a sample of components within funded courses of study that were developed or significantly modified during the funding period. Data were collected from fall 2009 through fall 2010. Data sources included (1) relevant extant data, (2) a web-based survey of funded and nonfunded applicants, and (3) an expert review of sampled components within funded courses of study.

The Unit of Analysis: Course of Study

The primary unit of analysis for the substudy of PDP training grant applicants was the **course of study**. We defined a course of study as follows: *A set of courses to prepare candidates to perform a particular professional or paraprofessional role; this set of courses almost always results in a degree, a particular credential (i.e., license, certificate, or endorsement), or both. The setting of courses is another defining aspect of the course of study (e.g., on a particular campus, online).*

The substudy of PDP training grant applicants focused on the course or courses of study that were at the center of each training grant application. IHEs apply to a particular PDP priority/focus area based on the area of preparation on which their course of study is or will be focused, including the degree level for which candidates will be prepared. IHEs may submit multiple applications in a given year within or across priority/focus areas for funding related to different courses of study. A single PDP application may include one or more courses of study. The majority of analyses in this study were conducted at the course of study level.

To illustrate, figure 5.1 presents an example of four courses of study from a single university, contained within three applications, all submitted by the College of Education. One application originated from the Department of Counseling and Educational Psychology and focused on a single course of study—Ph.D. in school psychology. A second application came from the Department of Special Education and Communications Disorders and focused on a single course of study—Ed.S. in special education administration. The third application, also from the Department of Special Education and Communications Disorders, included two courses of study—master's in communication sciences and disorders, and a credential-only program in speech-language pathology.

Figure 5.1: **Four courses of study included in the substudy of PDP training grant applicants: Three applications submitted by University A's College of Education Departments of Counseling and Educational Psychology and Special Education and Communication Disorders**
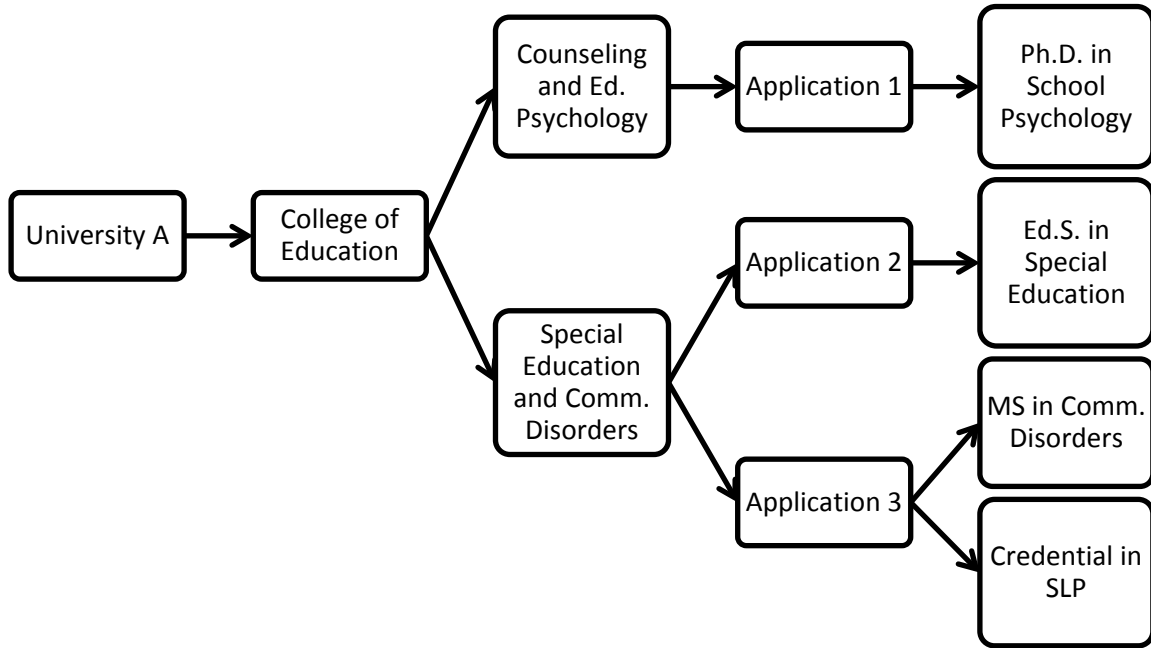
Research questions for this substudy are descriptive and are based on the following conception of the PDP training grant competitions:

- IHEs with and without PDP funding have courses of study that prepare candidates to serve children with disabilities.
- IHEs apply to the PDP for funding to maintain or enhance an existing course of study or to develop a course of study that is substantially different from any existing course of study.
- Courses of study that are funded may attract and support more candidates, add or significantly modify components, reorganize, or develop as a substantially different course of study.
- Courses of study that are not funded may do any of the above without the benefit of PDP funding. Or, they may attract and support fewer candidates, discontinue or degrade components, cease to exist, or not develop.

Table 5.1 lists the primary research questions for the substudy of PDP training grant applicants, along with an overview of the data sources and analyses associated with each question.

Table 5.1: Research questions, data sources, and analyses for the substudy of PDP training grant applicants

Research question	Data sources	Analyses
1. What were the characteristics of funded courses of study at institutions of higher education (IHEs) awarded PDP training grants in FY 2006 or FY 2007?	Review of funded applications, U.S. Department of Education Grant Award Database, Office of Special Education Programs Discretionary Grants Database, IHE Course of Study Survey.	Counts, percentages, and means, disaggregated by PDP priority/focus area.
2. How did funded courses of study use PDP training grant funding?	IHE Course of Study Survey	Counts, percentages, and means, disaggregated by PDP priority/focus area, and relationship of funded course of study to existing courses of study at the submitting IHE.
3. How many scholars enrolled in the funded courses of study, completed their programs, or dropped out before completion?	IHE Course of Study Survey	Counts, percentages, and means of individuals enrolled in courses of study and completing the course or dropping out, disaggregated by PDP priority/focus area and PDP award fiscal year.
4. What were the quality and relevance/usefulness of new or significantly modified components for funded courses of study?	IHE Course of Study Survey to identify components; rubric-based reviews, by expert panel, of materials documenting new and significantly modified components within funded courses of study.	Counts and means of components, disaggregated by PDP priority/focus areas. Expert panelist ratings of the quality and relevance/ usefulness of sampled components, along with estimates of inter-rater agreement. Means and distribution of ratings, disaggregated by PDP priority/focus area and component type.
5. What became of courses of study that did not receive PDP training grant funding?	Review of nonfunded applications, IHE Course of Study Survey.	Counts, percentages, and means, disaggregated by PDP priority/focus area, PDP application fiscal year, and course of study maintenance/ development.

Sampling of Training Grant Applications

The substudy of PDP training grant applicants was conducted as a census of applicants to the FY 2006 and FY 2007 PDP grant competitions in the Leadership, Combined, and (FY 2007 only) Preservice Training Improvement priority areas. Thus, the initial study sample consisted of all 537 applications: 190 that were funded by the PDP and 347 that were not funded. Six nonfunded applications were removed from the study sample because the evaluation study team was unable to identify either the project director or the course of study within the application due to missing information. The remaining 190 funded and 341 nonfunded applications formed the final study sample.

Reviews of applications before survey recruitment showed that 53 FY 2007 applications (21 funded and 32 nonfunded) in the sample were requests for funding for a course of study that was also at the center of an FY 2006 nonfunded application. Because the focus of the survey was the course of study, not the application, the matched prior nonfunded applications were removed from the sample, leaving 288 nonfunded applications in the survey sample. In July 2009, two funded applications and two nonfunded applications were used in a final pilot of survey questions; none of these respondents was included in the final survey. The sample at the initiation of survey recruitment thus consisted of 188 funded applications and 286 nonfunded applications.

During the recruitment process, we found 37 additional FY 2007 applications to be requests for funding for a course of study that was also the focus of an FY 2006 nonfunded application in the sample. We removed matched, prior applications from the survey pool and asked project directors (or their replacements) to submit a survey regarding only the subsequent application. Thus, the final survey sample consisted of 437 applications—188 funded and 249 nonfunded.

Review of Extant Data

The evaluation study team used data from several publicly available and specially obtained resources throughout this study. During the design of the PDP evaluation, we downloaded abstracts from ED's Grant Award Database related to 173 training grants from FY 2005 and FY 2006 Leadership and Combined priority area competitions. Information about the clustering of grant awards within institutions was collected as design decisions were made. At the initiation of the evaluation, we obtained copies of funded and nonfunded applications to the FY 2006 and FY 2007 Leadership, Combined, and (FY 2007 only) Preservice Training Improvement priority areas from OSEP. We carefully reviewed applications to inform instrument development and used details from the applications to establish a comprehensive picture of proposed courses of study within funded and nonfunded applications. This information became the basis for customizing each respondent's online survey and assisted evaluation study team members during respondent recruitment. In addition, we categorized and coded information on proposed courses of study during data analysis.

The evaluation study team also gathered extant data from IES's Integrated Post-secondary Education Data System (IPEDS) and the Monarch Center Discretionary Awards list.

We used IPEDS to download information on the population of training programs in the United States. We identified programs from academic years 2005 through 2009 that provided certificates/degrees and focus areas aligned with the PDP Leadership, Combined, and Preservice Improvement priority areas (see chapter 1). IPEDS data were also downloaded to identify IHEs in the study sample as doctorate-granting or non-doctorate-granting and as public or private, while data from the Monarch Center Discretionary Awards list were used to determine the minority status of IHEs in the study (see chapter 6).[9]

We gathered additional extant data from the ED Grant Award Database; the online Discretionary Grants Public Database accessed through the OSEP TA&D Network website; *Federal Register* Online via U.S. Government Printing Office Access; and OSEP PDP training grants application slates from FY 2005 through FY 2010. Specifically, we collected data by priority/focus area on the number of training grant applications reviewed by OSEP each year and the percentage of reviewed applications funded each year (see chapter 1). We also analyzed FY 2001 through FY 2007 abstracts from ED and TA&D grant databases to identify funded courses of study that were submitted by IHEs with PDP funding in the same priority/focus area within the prior 4 years. Finally, we reviewed OSEP PDP application slates from FY 2006 through FY 2010 to determine the percentage of IHEs reapplying for PDP funding in the same priority/focus area in subsequent years, and the percentage funded through those reapplications. These findings appear in chapter 6.

Institution of Higher Education Course of Study Survey

From October 2009 to March 2010, the evaluation study team administered a web-based survey to funded and nonfunded applicants to the FY 2006 and FY 2007 Leadership, Combined, and (FY 2007 only) Preservice Training Improvement PDP grant competitions.

Survey Content and Development

The IHE Course of Study survey (included as appendix D) was designed as a primary means to answer the study's research questions. The evaluation study team based the content of the survey on the goals and requirements found in the relevant requests for grant applications published by the PDP and a careful review of both funded and nonfunded applications. We developed the survey through a series of drafts and pilot tests with the intent of maximizing responses to survey items while minimizing respondent burden.

We piloted an initial paper survey draft in November 2008 with three randomly selected courses of study that had been funded in the FY 2005 PDP competitions and thus were not part of the study. This pilot resulted in the clarification of certain questions and the removal of others to reduce the burden on respondents. In January 2009, a second pilot was conducted with another

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[9] Public institutions are those whose programs and activities were operated by publicly elected or appointed school officials and which were supported primarily by public funds at the time of PDP application; doctorate-granting institutions are those that offered the doctor's degree at the time of PDP application; and minority institutions are institutions that, as of 2010 (1) had a 25 percent or more minority enrollment (excluding the other or nonresident categories), (2) had a historical distinction as minority institutions, or (3) were designed to serve special populations.

nine randomly selected respondents from the FY 2005 competitions, again using a paper version of the survey. Both funded and nonfunded applicants were selected, as well as applicants across priorities. Pilot participants were not part of the study. The survey was revised and presented in the *Federal Register* in February 2009. At this point, the survey comprised four questionnaires: one for Combined and Preservice Training Improvement priority area grantees, one for Combined and Preservice Training Improvement priority area nonfunded applicants, one for Leadership grantees, and one for Leadership nonfunded applicants.

A third pilot was conducted in July 2009 to determine the best approach for surveying respondents whose applications included multiple courses of study. We selected four applications from FY 2006 and FY 2007 that were representative of the types of multiple course of study configurations found in the survey pool. Project directors completed various versions of the paper survey and participated in debriefing conversations about the different approaches. Pilot respondents also provided additional feedback about select survey items, which was used to further refine the survey prior to data collection. Pilot participants were not part of the study.

The final survey was web-based, allowing for the customization of the survey to each application. Respondents followed different paths based on grant competition year, grant priority area, application funding status, the number of courses of study within the application, and responses to initial survey questions. Surveys for applications that incorporated multiple courses of study focused mainly on a single *predominant* course of study. The predominant course of study was determined by prescreening the applications and was then confirmed in conversation with the project director. For funded applications, the predominant course of study was defined as the course of study that received the largest amount of grant funds in academic year 2008-09. For nonfunded applications, the predominant course of study was defined as the course of study for which the most funding was requested in the application. A small number of questions in the survey addressed any non-predominant courses of study in the application.

All survey respondents were asked about the relationship of the proposed course of study to an existing course of study. Nonfunded respondents were asked to provide information on the status of the proposed course of study following the time of award decision. Funded respondents, as well as those nonfunded respondents whose courses of study were developed or maintained despite the lack of PDP funding, also were asked to provide the following information related to the course of study as it existed in the 2008-09 academic year: (1) description; (2) areas of focus; (3) entry and completion requirements; (4) monetary support for scholars; (5) changes to courses and other components in the course of study since the time of the application; (6) scholar enrollment, completion, and dropout information as reported by applicants from their own administrative records or other data collection; (7) standardized exit exams candidates were required to take in order to demonstrate knowledge and skills for completion of the course of study; (8) formal data collection from or about program completers; and (9) for funded respondents, their allocation of grant funds. We focused on the academic year 2008-09 because the funded applicants for both years (FY 2006 and FY 2007) would have had sufficient time to establish the program as proposed in their grant application by then and because it was the academic year immediately preceding the data collection. The survey collected 2 or 3 years' prior data from respondents related to course of study enrollment, completion, and standardized exit exams. Finally, applicants to the Combined and Preservice Training Improvement priority

areas were asked about the fieldwork components of their courses of study. Applicants to the Leadership priority were not asked about fieldwork because that is not a regular component of doctoral programs.

Collection of Survey Data

Among the 188 funded and 249 nonfunded applications that constituted the sample for the IHE Course of Study survey, the evaluation study team identified 387 unique project directors.[10] Project directors were recruited from October 2009 to March 2010 via postal mail, telephone, and electronic mail. Participation in this data collection was mandatory for funded applicants because grantees under IDEA are required to participate in program evaluation activities (20 U.S.C. 1221e-3 and 3474). Participation was voluntary for nonfunded applicants, so the evaluation study team developed specific plans to ensure their successful recruitment. We applied five recruitment strategies in particular: (1) extensive use of senior study staff throughout recruitment, (2) personalization of all contact with respondents (including introductory letters sent from the Department to begin recruitment), (3) use of a customized web survey with features that shortened response times and encouraged successful completion, (4) use of a customized online management system that ensured regular and timely followup with non- or partial responders, (5) individualized TA through a toll-free telephone line answered by a senior staff member. Additionally, project directors for nonfunded applications were provided with a nominal $30 incentive for completing a survey.

Data collection took place from October 2009 to March 2010. Surveys were submitted for 186 (99 percent) of the funded applications and for 230 (92 percent) of the nonfunded applications, for an overall response rate of 95 percent. Of the 416 submitted surveys, 397 (95 percent) were considered complete, meaning at least 80 percent of the items relevant to that respondent were fully answered. Many survey items included a large number of sub-items; an item was considered fully answered only when all sub-items were completed. The mean item completion rate across all submitted surveys was 97 percent. Of the 19 submitted surveys considered incomplete, 7 were for funded applications, while 12 were for nonfunded applications. Among incomplete surveys, the range of fully answered items was 14 to 79 percent, with a mean of 59 percent.

During the course of data analysis, evaluation study team members modified select survey data based on a systematic data cleaning process. Analysts reviewed survey data for internal inconsistencies, outliers, and other problems and, in select instances, followed up with respondents for data verification. Based on this review process, we made modifications to 143 surveys in relation to one or more of the following: (a) the relationship of the proposed course of study to an existing course of study, (b) whether the course of study was developed or maintained despite lack of PDP funding, (c) significant changes made to courses of study since the time of application, and (d) enrollment and completion data. Following data cleaning, completion rates changed for 30 surveys. For the 416 submitted surveys, 399 (96 percent) were now considered complete. The mean item completion rate across all surveys remained at 97 percent. Of the now 17 submitted surveys considered incomplete, 7 were for funded applications,

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[10] Some project directors submitted more than one application.

while 10 were for nonfunded applications. Among incomplete surveys, the range of fully answered items was 14 to 76 percent, with a mean of 57 percent.

Analysis of Survey Data

All data for PDP-funded courses of study were analyzed separately from data for nonfunded courses of study. Within these funding sub-groups, we aggregated data across surveys, and disaggregated by PDP priority/focus area. For certain descriptive analyses, we also disaggregated data by PDP competition fiscal year, by PDP funding history, and by proposed course of study maintenance/development. In instances in which applications incorporated multiple courses of study, the analysis focused on predominant courses of study.

Two items on the IHE Course of Study survey asked respondents to identify significant changes made to their courses of study since the time of their application. Survey responses for both funded and nonfunded courses of study for these items were reviewed and coded according to the *type* and *status* of change reported. During survey design, the evaluation study team had reviewed a random sample of 100 applications with respect to the kinds of changes proposed within applications. Based on this review, six *types* of change components were initially identified: *courses or classes*, *training units or modules*, *faculty*, *reorganized courses of study*, *mentoring programs*, and *recruitment plans*. We added a seventh category of *fieldwork* because of the large number of surveys that reported changes that specified student teaching, practicum, or some other form of fieldwork. Reported changes that did not fall in these categories were categorized as *other*. Each reported change was also coded according to a *status* category: *new* to the IHE, *modification* to an existing component, *addition* of a component that already existed elsewhere within the IHE, or a *discontinued* component.[11]

During data analysis, the evaluation study team made adjustments to the counts of new and significantly modified components reported by 23 respondents based on information gained during the development of a sampling frame for the expert review panel. As described under *Collection of Materials for Sampled Components* below, during the collection of materials from funded respondents, we determined some sampled components to be ineligible for use by the expert review panel. Because of this determination, reported changes for both funded and nonfunded applicants were reduced for data analysis. First, we reduced counts for new and significantly modified components reported by funded applicants that were not sampled by a specific weighted ineligibility fraction. The ineligibility fraction was calculated as the number of ineligible components of that type found during the materials collection divided by the total number of sampled components of that type, with this fraction weighted based on the probability of selection of each of the sampled components. The result was a 4 percent reduction in the count of new components and 15 percent reduction in the count of significantly modified components. We similarly reduced counts for new and significantly modified components reported by nonfunded applicants. The number of new components reported by nonfunded respondents was reduced by 7 percent, while the number of significantly modified components was reduced by 17 percent before data analyses.

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[11] An initial 261 components were each coded for type and status by three members of the evaluation study team. Overall inter-rater agreement was 84 percent. Remaining components were coded by a single team member.

Limitations of IHE Course of Study Survey

Because the respondents to the IHE Course of Study Survey were the project directors for funded projects and the proposed project directors for nonfunded projects, readers are cautioned of the potential for response bias in the self-reported data. Additionally, some of the collected data were retrospective, and record keeping by the respondents may have been inconsistent.

Expert Panel Review of Course of Study Components

For the substudy of PDP training grant applicants, panels of experts reviewed the quality and relevance/usefulness of sampled components that were developed or significantly modified by grantees during the funding period.

Sampling of New and Modified Course of Study Components

For funded courses of study only, a sample of changed components categorized as *new* to the IHE or *modifications* to existing components was included in a sample frame for a rubric-based review of quality and relevance/usefulness. These components constituted the *initial sampling frame*, with some exceptions. Reported components in the *other* category were not included because their content varied too widely to develop a standard rubric. Changed *recruitment plans* also were not included in the review sample frame because we have data regarding the numbers of students actually recruited, which is more meaningful than the rating of a plan. Changes that involved *reorganized courses of study* were not included in the review sample frame, because the quantity of materials required for a sound judgment of an item this large would place an undue burden on respondents and require too much reviewer time. Finally, as described under *Collection of Materials for Sampled Components* below, some other reported components were removed from the sample frame because they were determined by the evaluation study team to be ineligible for use in the review.

As mentioned earlier, adjusted responses to the relevant survey items were gathered from 23 funded respondents. These reported components, once categorized by type and status, constituted the *supplementary sampling frame.* Before the adjusted responses were gathered, the *initial* and *supplementary sampling frames* were projected to include 406 new or significantly modified courses or classes, 99 new or significantly modified fieldwork components, 32 new or significantly modified training units or modules, 32 new faculty, and 28 new or significantly modified mentoring programs. For the two largest categories (courses or classes and fieldwork), a sampling fraction was chosen that was expected to result in approximately 36 selected cases. This sampling fraction was $36/406 = 8.9$ percent for courses or classes and $36/99 = 36.4$ percent for fieldwork components. In the smaller categories, all reported changes were to be sampled. The goal was to maximize precision while staying within budget for the review process.

This process resulted in a number of grantees that would have been asked to provide documentation related to as many as six relevant components. While recognizing that there would be some cost in statistical efficiency, the evaluation study team decided that the sample would have to be modified to ensure that no more than two components would be requested per

course of study. In each case in which the *initial* or *supplementary samples* contained more than two relevant components, we randomly removed sampled components without regard to their change type so that no more than two sampled components per course of study remained. The reduction in *initial* and *supplemental samples* required that an *additional sample* be drawn to compensate for lost components from the two largest categories. The *additional sampling frame* included only funded courses of study from which no components had yet been sampled and contained only courses or classes and fieldwork because all other changes had already been sampled at a 100 percent rate. The evaluation study team established the goal of reviewing similar numbers of fieldwork components and components focused on courses or classes, to achieve comparable precision of estimates for each group, not accounting for each group's population size. To reach this goal, all (100 percent) of new or significantly modified fieldwork components were sampled to obtain 47 fieldwork components for review. In contrast, 7.7 percent of new or significantly modified courses or classes were sampled to obtain 49 courses or classes for review.

Collection of Materials for Sampled Components

From May to August 2010, the evaluation study team collected documentation of sampled components from grantees in preparation for the expert review. We requested specific documents and other materials for each component type (table 5.2). During the process of materials collection, we found 38 of the 189 requested components to be ineligible for review because they were (1) determined to have existed before the time of the application and to have simply been added to the course of study, (2) determined to be duplicative of other reported changes, (3) determined by the evaluation study team to be an insignificant modification,[12] (4) reported by the grantee to have not yet been created, or (5) determined to be unrelated to the predominant course of study. Of the 151 eligible components for which materials were requested, documentation was obtained for 142 components, for a 94 percent response rate. Following a review of materials, we determined that sufficient documentation was provided for valid reviews to occur for 134 components (89 percent of the original request). The final distribution of sampled components assigned for expert review was 42 courses or classes, 28 fieldwork components, 17 new faculty members, 19 mentoring plans, and 28 training units or modules. The 134 components were collected from 99 different courses of study.

Review Panels for Course of Study Components

The evaluation study team recruited 14 experts from academia with relevant content expertise to serve on three-person panels to review course of study components. We identified panelists through literature searches, recommendations made by members of the evaluation study team and IES staff, and recommendations from potential panelists regarding fellow experts. Each panelist was identified, recruited, and assigned to review specific components based on his/her knowledge of the component type, topic area of the grant, or grant competition area. Potential panelists were screened to prevent conflicts of interest. In June 2010, all review panel members were trained during a daylong, in-person training. The specific purposes of the training were to inform panelists about their roles and responsibilities, provide an overview of the review process,

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[12]The benchmark for *significance* in relation to modified components was whether 10 percent or more of the content was new.

and enhance the reliability of ratings. Panelists discussed the indicators and anchors of the scoring rubrics, practiced scoring sample products using the rubrics, debriefed with their fellow panelists, and practiced reconciliation with their colleagues when ratings differed. Panelists also provided feedback on the content of the rubrics.

Table 5.2: Documentation requested, by course of study component type

Course or class
1. Assessments of candidates in this course, including information about how the assessments are scored (e.g., sample assignments with scoring rubrics), and how assessments are linked to course objectives;
2. Curriculum vitae (CV) of the instructor of this course;
3. Sample course materials (e.g., 2-3 presentations, 2-3 handouts, and 2-3 assignments);
4. Syllabus;
5. Number of students in class; and
6. Description of how the course differs from the version offered before receipt of the grant (only if a modification).

Fieldwork
1. Instruments used to assess candidates, including two sample faculty or supervisor evaluations of candidates (please remove candidate names);
2. CV(s) of faculty primarily responsible for leading and supervising fieldwork;
3. Fieldwork handbook;
4. Fieldwork plan and/or syllabus of fieldwork course;
5. Materials used to train supervisors; and
6. Description of how the fieldwork differs from the version offered before receipt of the grant (only if a modification).

New faculty member
1. CV, including courses taught in the past;
2. Sample candidate assessments developed or selected by new faculty member, including information about how the assessments are scored (e.g., sample assignments with scoring rubrics); and
3. Syllabi of all courses to which the new faculty member was assigned (please indicate if the faculty member developed these syllabi).

Mentoring program
1. Mentoring plan;
2. Materials used to train mentors;
3. Program data (including number of mentors, number of candidates served, schedule and structure of mentor-mentee interactions); and
4. Description of how the mentoring program differs from the version offered before receipt of the grant (only if a modification).

Training unit or module

1. CV(s) of key instructors or organizers;
2. Two or three sample materials from the training unit or module (e.g., agenda, presentations, handouts);
3. Description of the training unit or module; and
4. Description of how the training unit or module differs from the version offered before receipt of the grant (only if a modification).

Panelists used documents and other materials to review the 134 new or significantly modified components. Each component was reviewed by three experts, for a total of 402 reviews. Reviews were conducted from July to October 2010. All data were obtained from reviewers as planned. Reviews took 2 hours, on average, with another hour (on average) for resolution of discrepant ratings on a portion of components. Overall, panelists required an average of 43 hours to complete the review process. Adding 8 hours per reviewer for training, the typical reviewer committed 51 hours to the expert review process.

Rubrics to Rate Course of Study Components

Panelists used component-specific rubrics (included as appendix E) developed by the evaluation study team to rate the quality and relevance/usefulness only of the particular components being reviewed. They did not rate the overall quality or relevance/usefulness of the courses of study from which the components were drawn.

We based the content of the rubrics on the expectations stated in the relevant grant priorities developed by OSEP. Specific indicators in the rubrics were linked to application review criteria in OSEP's request for applications, as well as additional research conducted by the evaluation study team in the content area. The additional research included a review of accreditation documents used by the National Council for the Accreditation of Teacher Education. Rubric development underwent a series of external reviews and tests. Initial rubrics were developed to assess the nature and quality of new classes, new professors, and other changes to funded courses of study. Continued development of the rubrics focused on the reduction of respondent burden and resulted in the following modifications to the expert review process and corresponding rubrics: (1) documentation would be requested for new and significantly modified components; (2) materials would not be requested regarding discontinued courses; and (3) the focus of the review would be the quality of the resulting component, not the quality of the change that occurred.

In May 2010, one member of the evaluation's TWG with expertise in instrumentation and teacher education reviewed all five draft rubrics. A second member of the TWG with particular expertise in mentoring and fieldwork programs also reviewed the two rubrics corresponding to those topics. Based on these reviews, we made revisions to the rubrics. Revised rubrics were then piloted with two additional consultants, with expertise in personnel preparation programs, who were not members of the TWG and who did not subsequently participate in the actual review. Using materials gathered from grantees on a sample of reported components, the consultants piloted each rubric, submitted their completed rubrics, and provided written feedback with regard to the (1) clarity and appropriateness of the indicators and dimensions for evaluating the components, (2) adequacy of collected materials to document each component, (3) reviewer confidence in the ratings selected, and (4) length of time needed to review materials and complete the ratings. Following the integration of feedback based on the pilot, rubrics were presented during the June 2010 training of members of the review panels for course of study components. During this training, panelists provided feedback on the content of the rubrics, recommending any necessary modifications to indicators or anchors. We used this feedback to further refine the rubrics and prepare them for use in the evaluation.

Final rubrics shared a similar format across change components consisting of (1) indicators rated on a 5-point scale, with 1 being the lowest rating and 5 being the highest; (2) provision of anchor descriptions for scores of 1, 3, and 5; (3) an indicator-specific comment field provided to record rater's notes; and (4) a general comment field provided to indicate uncertainty about a rating or to note strengths or weaknesses not linked to a specific indicator. Rubrics contained common elements of quality and relevance/usefulness that were expected to be found across components (e.g., the knowledge and skills emphasized in the course or class [fieldwork, etc.] have a basis in rigorous research), as well as unique elements corresponding to the particular focus of that change category (e.g., the new faculty member has the necessary background and experience to teach the courses to which s/he is assigned). The number of indicators for quality and for relevance/usefulness varied by component category based upon the nature of each category. Rubrics for two component categories, *courses or classes* and *training units or modules*, contained indicators grouped into the two dimensions of quality and relevance/usefulness; the remaining rubrics, *fieldwork*, *new faculty*, and *mentoring programs*, contained indicators grouped into only the single dimension of quality. The number of indicators per category ranged from six to nine. The number of quality indicators per category ranged from 4 to 9, and the number of relevance/usefulness indicators ranged from 0 to 3 for a total of 32 quality indicators and 6 relevance/usefulness indicators.

Analysis of Expert Review Data

The primary tools used for the analysis of expert review data were means and percentage distributions. Experts rated sampled course of study components on a series of indicators for two dimensions: quality and relevance/usefulness. Each sampled component was rated by three expert panel members, making a total of 2,604 ratings on quality indicators and 630 ratings on relevance/usefulness indicators. Individual expert ratings for each indicator were averaged across raters to create quality and relevance/usefulness scores. Quality means and medians were obtained for all components. Relevance/usefulness means and medians were obtained for each component categorized as a *course or class* or *training unit or module*. We averaged quality and relevance/usefulness scores across the set of all relevant components and disaggregated by PDP priority/focus area and by component type. Quality and relevance/usefulness scores were weighted using the inverse of the probability of selection for each sampled component to allow generalization to all components reported by grantees.[13] In addition, we calculated the distributions of quality and relevance/usefulness ratings as the percentage of indicator-level ratings at each scale value. Percentages were obtained for all components combined, and disaggregated by PDP priority/focus area and by component type.

Inter-rater Agreement for the Review Panels for Course of Study Components

The evaluation study team used Rwg(j) (James, Demaree, and Wolf 1984) as an index for estimating the inter-rater agreement of the expert panel review of course of study components and for identifying cases for reconciliation. Rwg(j) ranges from 0 to 1 and estimates the level of inter-rater agreement between judges who provide ratings for multiple items for each target (i.e.,

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[13] For a description of procedures used for sampling reported components, see the section titled Sampling of New and Modified Course of Study Components.

dimension). Indices were calculated based on uniform distribution assumptions, that is, raters who respond randomly to products have an equal chance of choosing each response option on the Likert scale. The following standards were used for interpreting Rwg(j) (LeBreton and Senter 2008): 0.00-0.30 (lack of agreement), 0.31-0.50 (weak agreement), 0.51-0.70 (moderate agreement), 0.71-0.90 (strong agreement), 0.91-1.00 (very strong agreement). Additional information on the Rwg(j) statistic is provided as appendix F.

All 134 components were reviewed for quality and 70 for relevance/usefulness as well.[14] Mean inter-rater agreements based on initial, individualized ratings were 0.75 for quality (strong agreement) and 0.57 for relevance/usefulness (moderate agreement), for an average Rwg(j) of 0.69 (moderate agreement). Twenty-five components (18.7 percent) had an Rwg(j) of less than 0.30 for quality, relevance/usefulness, or both. Reconciliation meetings were convened via conference call for reviewed components with an Rwg(j) below 0.30.

We conducted 15 reconciliation calls. A member of the evaluation study team facilitated each call. Panelists discussed the strengths and weaknesses of the component in question at the dimension (i.e., quality or relevance/usefulness) level and provided rationale for their specific ratings on those indicators with the lowest agreement. Expert reviewers had the opportunity to resolve discrepancies, although there was no requirement that they reach consensus. Panelists informed the evaluation study team of any revised ratings or that no changes were being made, via e-mail within 3 business days following the reconciliation call. Following the reconciliation process, 1 (0.8 percent) component had an Rwg(j) of less than 0.30 for quality, relevance/ usefulness, or both. Mean inter-rater agreements were increased to 0.86 for quality (strong agreement) and 0.75 for relevance/usefulness (strong agreement), for an average post-reconciliation Rwg(j) of 0.82 (strong agreement). All reviewers completed their independent reviews and participated in reconciliation meetings as required, so there were no missing data.

Limitations of Expert Panel Review of Course of Study Components

Readers are cautioned that the expert panelist ratings of quality and relevance/usefulness of new or significantly modified course of study components only reflect sampled work for which review was feasible through the examination of documents or other media. These ratings do not reflect the quality or relevance/usefulness of components for which documentation was not available. In addition, the ratings do not represent the quality or relevance/usefulness of courses of study as a whole, only of components added or significantly changed following the awarding of funds from the FY 2006 or FY 2007 PDP training grant competitions.

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[14] The rubrics developed to evaluate each type of course of study component (appendix E) originally distinguished some indicators as measures of quality, and other indicators as measures of relevance/usefulness. However, during testing of the rubrics, expert consultants recommended that it would be more appropriate to classify *all* of the indicators for components involving new faculty, fieldwork, and mentoring programs as quality indicators.

6. Findings from the Substudy of PDP Training Grant Applicants

OSEP funds training grants under the PDP to enhance and maintain the supply of appropriately trained personnel to improve outcomes for children with disabilities and their families. The substudy of PDP training grant applicants was designed to address the following research questions:

1. What were the characteristics of funded courses of study at IHEs awarded PDP training grants in FY 2006 or FY 2007?
2. How did funded courses of study use PDP training grant funding?
3. How many scholars[15] enrolled in the funded courses of study, completed their programs, or dropped out before completion?
4. What were the quality and relevance/usefulness of new or significantly modified components for funded courses of study?
5. What became of courses of study that did not receive PDP training grant funding?

Analyses were based on data gathered through (1) review of relevant extant data, (2) a survey of applicants to the FY 2006 and FY 2007 PDP grant competitions, and (3) expert panel review of sampled components within funded courses of study. Findings are presented below by research question.

What Were the Characteristics of Funded Courses of Study at IHEs Awarded PDP Training Grants in FY 2006 or FY 2007?

Of the 537 applications from IHEs to the FY 2006 and FY 2007 PDP training grant competitions, 190 were funded. Where extant data were used, all 190 funded courses of study are described. Four of the 190 funded applicants did not complete the IHE Course of Study Survey (included in appendix D) and were therefore not included in analyses of survey data.

For every priority area in the FY 2006 and FY 2007 PDP training grant competitions, a majority of funded applications were from public institutions, and a majority of funded applications were from doctorate-granting IHEs (table 6.1). Across all priority areas, 84 percent of funded applications were from public institutions; 88 percent were from doctorate-granting institutions; and 48 percent were from minority institutions.

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[15] *Scholar* means an individual who is pursuing a degree, license, endorsement, or certification related to special education, related services, or early intervention services.

Table 6.1: Characteristics of institutions of higher education submitting training grant applications for FY 2006 and FY 2007 that were funded by the PDP, by priority/focus area

	Percent of funded applications from		
	Public institutions	Doctorate-granting institutions	Minority institutions
All priority/focus areas (n=190)	**84**	**88**	**48**
Leadership (n=46)	87	98	48
Early Childhood (n=25)	88	92	36
Low Incidence (n=32)	84	100	44
High Incidence (FY 2006) (n=13)	92	92	46
Preservice Improvement (High Incidence FY 2007) (n=22)	95	82	41
Related Services (n=26)	73	88	23
Minority Institutions (n=26)	73	58	100

TABLE READS: Among all 190 applications funded through FY 2006 and FY 2007 PDP training grant competitions, 84 percent were submitted by institutions classified as public at the time of application, 88 percent were submitted by institutions granting doctor's degrees at the time of application, and 48 percent were submitted by institutions classified with Minority status in 2010.

NOTE: Funded applications were classified among all three subcategories for IHE institutional characteristics: Public institutions are those whose programs and activities were operated by publicly elected or appointed school officials and that were supported primarily by public funds at the time of PDP application; doctorate-granting institutions are those that offered the doctor's degree at the time of PDP application; and minority institutions are institutions that, as of 2010 (1) had a 25 percent or more minority enrollment (excluding the other or nonresident categories), (2) had a historical distinction as minority institutions, or (3) were designed to serve special populations.

SOURCE: IES Integrated Post-secondary Education Data System (IPEDS) database, and the National Outreach and Technical Assistance Center on Discretionary Awards for Minority Institutions (Monarch Center).

Across FY 2006 and FY 2007 PDP competitions, 37 percent of applications from public institutions were funded, versus 32 percent of applications from private institutions (figure 6.1). Thirty-eight percent of applications from doctorate-granting institutions were funded, versus 25 percent of applications from non-doctorate-granting IHEs. Thirty-eight percent of applications from minority institutions were funded compared to 34 percent of applications from non-minority institutions.

Figure 6.1: Percent of FY 2006 and FY 2007 applications funded, by institution of higher education characteristic

Percent of applications

FIGURE READS: Across the FY 2006 and FY 2007 PDP competitions, 37 percent of applications from public IHEs were funded compared to 32 percent of applications from private IHEs; 38 percent of applications from doctorate-granting IHEs were funded compared to 25 percent from non-doctorate-granting IHEs; and 38 percent of applications from minority institutions were funded compared to 34 percent of applications from non-minority institutions.

NOTE: The initial study sample included 537 applications. Six nonfunded applications were removed from the sample because the evaluation study team was unable to identify either the project director or the course of study within the application, resulting in a study sample of 531 applications. Funded applications were classified among all three subcategories for IHE institutional characteristics: Public institutions are those whose programs and activities were operated by publicly elected or appointed school officials and that were supported primarily by public funds at the time of PDP application; doctorate-granting institutions are those that offered the doctor's degree at the time of PDP application; and minority institutions are defined as institutions that, as of 2010, (1) had a 25 percent or more minority enrollment (excluding the other or nonresident categories), (2) had a historical distinction as minority institutions, or (3) were designed to serve special populations.

SOURCE: IES Integrated Post-secondary Education Data System (IPEDS) database, and the National Outreach and Technical Assistance Center on Discretionary Awards for Minority Institutions (Monarch Center).

Across all priority/focus areas, 65 percent of funded IHEs in FY 2006 or FY 2007 had PDP funding in the same priority/focus area during the prior 4 years (table 6.2). Previous funding in the same priority/focus area was highest for funded applicants in the area of High Incidence (85 percent) and lowest for funded applicants in the area of Early Childhood (40 percent).

Table 6.2: Institution of higher education PDP funding history of PDP applicants funded in FY 2006 or FY 2007

	Percent of funded applicants with PDP funding in the same priority/focus area during any of the prior 4 years
All priority/focus areas (n=190)	**65**
Leadership (n=46)	76
Early Childhood (n=25)	40
Low Incidence (n=32)	78
High Incidence *(FY 2006)* (n=13)	85
Preservice Improvement (High Incidence FY 2007) (n=22)	59
Related Services (n=26)	58
Minority Institutions (n=26)	58

TABLE READS: Among all 190 applications funded through FY 2006 and FY 2007 PDP training grant competitions, 65 percent were from IHEs with PDP funding in the same priority/focus area during any of the prior 4 years.

SOURCE: U.S. Department of Education Grant Award Database, Office of Special Education Programs Discretionary Grants database.

Of the 190 applications funded in FY 2006 and FY 2007, 11 percent contained multiple courses of study. Where multiple courses of study were proposed within a single application, we identified the predominant course of study, defined as the course of study that received the largest amount of grant funds in AY 2008-09. When the term "course of study" is used throughout the sections that follow, it is in reference to the predominant course of study within an application.

Seventy-eight percent of the courses of study funded in the FY 2006 or FY 2007 competitions proposed to utilize an instructional setting on a campus or other site where face-to-face instruction would occur (table 6.3). Overall, 45 percent of the funded courses of study proposed to award master's or educational specialist degrees, and 74 percent proposed to award state-issued credentials. Forty-three percent of funded courses of study proposed to prepare special education teachers.

Thirty-seven percent of the funded courses of study proposed to prepare personnel to serve all categories of disability, while a combined 34 percent proposed to prepare personnel to serve high- or low-incidence disability categories, which comprise multiple disabilities. The most common specific areas of disability for which personnel would be prepared were students with hearing impairments and students with autism (7 percent of courses of study reporting each). Forty-eight percent of funded courses of study proposed to prepare personnel to serve general school-age children, while 22 percent proposed to prepare personnel to serve birth to preschool and another 22 percent to prepare personnel to serve birth to 21 or an unspecified age.

Table 6.3: Characteristics of proposed predominant courses of study funded by the PDP in FY 2006 or FY 2007, by PDP priority/focus area

	All priority/ focus areas (n=190)	Leadership (n=46)	Early Childhood (n=25)	Low Incidence (n=32)	High Incidence (FY 2006) (n=13)	Preservice Improvement (High Incidence FY 2007) (n=22)	Related Services (n=26)	Minority Institutions (n=26)
Percent of funded predominant courses of study proposing to utilize a specific instructional setting								
On-site (campus or off-site locations for face-to-face instruction)	**78**	96	68	56	85	77	88	73
Combination of online and on-site	**18**	4	24	34	8	23	8	27
Online	**4**	0	8	9	8	0	4	0
Percent of funded predominant courses of study proposing to award specific degrees								
No degree	**16**	2	20	31	23	23	4	19
Associate's or Bachelor's degree	**13**	0	12	19	8	55	0	12
Master's or Educational Specialist degree	**45**	2	68	50	69	23	81	62
Doctor's degree	**26**	96	0	0	0	0	15	8
Percent of funded predominant courses of study proposing to award specific credentials[1]								
State issued credentials	**74**	11	96	94	100	100	85	96
Professional organization credentials	**15**	0	0	3	0	0	81	23
Grantee issued endorsement or course completion only	**6**	4	4	13	0	5	8	4
No credential identified	**22**	87	4	0	0	0	4	0

Table 6.3: Characteristics of proposed predominant courses of study funded by the PDP in FY 2006 or FY 2007, by PDP priority/focus area (continued)

	All priority/ focus areas (n=190)	Leadership (n=46)	Early Childhood (n=25)	Low Incidence (n=32)	High Incidence (FY 2006) (n=13)	Preservice Improvement (High Incidence FY 2007) (n=22)	Related Services (n=26)	Minority Institutions (n=26)
Percent of funded predominant courses of study proposing to prepare personnel for particular roles								
Dually certified general/special educators	2	0	0	0	0	0	0	12
Early intervention or early childhood specialist	12	0	84	3	0	0	0	4
Leadership personnel	24	100	0	0	0	0	0	0
Psychologists	3	0	0	0	0	0	15	8
Related Services personnel (excluding Speech-Language)	7	0	0	13	0	0	35	4
Special education teacher	43	0	16	84	100	100	0	62
Speech-language pathologists	8	0	0	0	0	0	50	12
Percent of funded predominant courses of study proposing to prepare personnel to serve particular disability areas[2]								
All disabilities	37	57	80	0	0	0	31	62
High incidence	22	7	0	0	77	100	8	15
Low incidence	12	2	0	47	0	0	12	12
Autism	7	7	8	19	0	0	4	4
Deaf-Blindness	1	0	0	3	0	0	0	4
Developmental delay	1	0	4	0	0	0	0	0
Emotional Disturbance	5	11	0	0	23	0	0	4

Table 6.3: Characteristics of proposed predominant courses of study funded by the PDP in FY 2006 or FY 2007, by PDP priority/focus area (continued)

	All priority/ focus areas (n=190)	Leadership (n=46)	Early Childhood (n=25)	Low Incidence (n=32)	High Incidence (FY 2006) (n=13)	Preservice Improvement (High Incidence FY 2007) (n=22)	Related Services (n=26)	Minority Institutions (n=26)
Hearing impairment	7	0	16	16	0	0	15	4
Intellectual Disability	2	2	0	3	0	0	0	4
Other health impairment, including attention deficit disorder	1	2	0	0	0	0	0	0
Specific learning disabilities	5	9	0	0	8	0	15	0
Speech-Language impairment	6	7	0	0	0	0	27	8
Traumatic brain injury	1	0	0	3	0	0	4	0
Visual impairment	3	0	4	16	0	0	0	0
Percent of funded predominant courses of study proposing to prepare personnel to serve particular grade/age levels[3]								
Birth to pre-school	22	24	100	3	0	0	12	8
Elementary school	7	2	12	0	23	5	0	19
Secondary	4	2	0	3	8	5	0	15
Transition or post-secondary	3	0	0	16	0	0	4	0
Birth to 21 (or unspecified age)	22	22	0	19	8	0	62	31
General school age	48	52	0	69	62	95	23	38

Table 6.3: Characteristics of proposed predominant courses of study funded by the PDP in FY 2006 or FY 2007, by PDP priority/focus area (continued)

TABLE READS: Among all 190 applications funded through the FY 2006 or FY 2007 PDP training grant competitions, 78 percent of predominant courses of study proposed on-site instruction; 18 percent proposed a combination of on-site and online instruction; and 4 percent proposed online instruction. No degree was offered by 16 percent of these predominant courses of study; 13 percent offered an associate's or bachelor's degree; 45 percent offered a master's or educational specialist degree, and 26 percent offered a doctor's degree.;

[1]Characteristics of funded predominant courses of study were classified by up to three categories for credential to be awarded

[2]Characteristics of funded predominant courses of study were classified by up to two categories for disability area to be served.

[3]Characteristics of funded predominant courses of study were classified by up to two categories for age/grade level to be served.

NOTE: Surveys of applications that incorporated multiple courses of study focused on a single, predominant course of study, with a small number of questions addressing the other courses of study that were included in the application. Data presented at the course of study level represent the predominant course of study.

SOURCE: IHE Course of Study Survey – item 5 (appendix D), administered in fall 2009 through winter 2010; review of fiscal year 2006 and 2007 applications, IES Integrated Post-secondary Education Data System (IPEDS) database, and the National Outreach and Technical Assistance Center on Discretionary Awards for Minority Institutions (Monarch Center).

Across all priority/focus areas, 53 percent of funded courses of study differed substantially from any course of study at the submitting IHE at the time of PDP application (table 6.4). The remaining 47 percent of the funded courses of study were existing courses of study that were supported or expanded through the PDP grant. The likelihood of a funded course of study differing substantially from any existing course of study at the submitting IHE was highest in the area of Early Childhood (67 percent), and lowest in the area of Preservice Improvement (36 percent).

Table 6.4: Percent of predominant courses of study funded in FY 2006 or FY 2007 that were substantially different from any existing course of study, by PDP priority/focus area

	Percent of funded predominant courses of study that were substantially different from any existing course of study
All priority/focus areas (n=186)	**53**
Leadership (n=43)	51
Early Childhood (n= 24)	67
Low Incidence (n= 32)	50
High Incidence (FY 2006) (n=13)	46
Preservice Improvement (High Incidence FY 2007) (n=22)	36
Related Services (n=26)	58
Minority Institutions (n=26)	58

TABLE READS: Among the 186 predominant courses of study funded in FY 2006 or FY 2007, 53 percent were substantially different from any existing course of study at the submitting IHE at the time of PDP application.

NOTE: Substantially different courses of study were those identified by project directors as differing from any courses of study that existed at the institution of higher education(IHE) on at least one of the following features: role or roles for which candidates are prepared, degrees or credentials candidates seek, or instructional setting through which course of study is offered. Four of the 190 funded applicants from FY 2006 and FY 2007 competitions did not complete the IHE Course of Study Survey, thus are not included in any analyses utilizing survey data.
SOURCE: IHE Course of Study Survey – Item 1 (appendix D), administered in fall 2009 through winter 2010.

How did funded courses of study use PDP training grant funding?

During AY 2008-09, grantees varied in use of PDP funds, admission requirements, course of study focus, course of study modifications, fieldwork requirements, completion requirements, scholar enrollment and dropout, scholar completion, and completer follow-up practices.

Grantee use of PDP funds and monetary support for scholars

All priorities/focus areas, with the exception of the Preservice Improvement (High Incidence FY 2007), required monetary support for scholars. This support could include waived tuition and fees as well as the provision of funds for living, travel, and other expenses. Across all priority/focus areas where scholar stipends were required, an overall average of 73 percent of grant dollars went to monetary support for scholars during academic year 2008-09, and 18

percent supported faculty (table 6.5). Among Preservice Improvement grant recipients, which were prohibited from spending PDP grant funds for scholar stipends, an average of 61 percent of grant dollars were spent on faculty during AY 2008-09.

Table 6.5: Funding allocations per predominant course of study funded in FY 2006 or FY 2007, by PDP priority/focus area: Academic year 2008-09

	Mean total amount of grant dollars spent during academic year (AY) 2008-09	Mean percent of grant dollars spent on			
		Curriculum	*Faculty*	*Scholars*[1]	*Other*
All priority/focus areas requiring stipends (n=159)	**$157,016**	**2**	**18**	**73**	**7**
Leadership (n=43)	$159,974	1	13	80	5
Early Childhood (n=24)	$157,936	2	20	72	7
Low Incidence (n=31)	$158,120	3	24	64	9
High Incidence (FY 2006) (n=12)	$178,818	1	21	75	4
Related Services (n=25)	$150,208	2	17	73	9
Minority Institutions (n=24)	$145,558	1	18	72	8
Preservice Improvement (High Incidence FY 2007) (n=21)	**$77,197**	**14**	**61**	**0**	**25**

TABLE READS: Among 159 predominant courses of study funded in FY 2006 or FY 2007 where scholar stipends were required, the mean total amount of grant funds spent during AY 2008-09 was $157,016 . Of these funds, a mean of 2 percent was spent on curriculum, 18 percent on faculty, 73 percent on scholars, and 7 percent on other expenses.

[1]The Preservice Improvement (High Incidence FY 2007) priority/focus area did not permit grant funds to be spent on scholar stipends. All other areas required that some grant funds be spent on scholar stipends.

NOTE: One funded course of study in the Preservice Improvement (High Incidence FY 2007) priority area had not yet been developed by AY 2008-09. Five funded course of study did not complete survey item 22. Data from these courses of study are therefore not included in analyses for this table. Detail may not sum to totals due to rounding.

SOURCE: IHE Course of Study Survey – Item 22 (appendix D), administered in fall 2009 through winter 2010.

On average, across all priority/focus areas where scholar stipends were required, 88 percent of scholars enrolled in a grant-supported course of study received monetary support from the PDP grant in AY 2008-09, and the mean amount of that support was $11,558 (table 6.6). Leadership grantees supported the fewest scholars on average and provided the largest mean amount of monetary support. An average of 20 percent of scholars enrolled in funded courses of study received monetary support from other sources, and that support averaged $8,701.

Table 6.6:   Monetary support for scholars per predominant course of study funded in FY 2006 or FY 2007, by PDP priority/focus area: Academic year 2008-09

	Mean number of scholars enrolled	Mean percent of scholars receiving grant support	Mean amount of grant support	Mean percent of scholars receiving other monetary support	Mean amount of other support
All priority/ focus areas with required stipends (n=161)	**18.2**	**88**	**$11,558**	**20**	**$8,701**
Leadership (n=43)	9.1	87	$21,366	31	$12,117
Early Childhood (n=24)	20.0	86	$7,480	13	$1,627
Low Incidence (n=31)	22.0	89	$6,465	15	$5,424
High Incidence (FY 2006) (n=12)	23.1	94	$7,246	9	$2,453
Related Services (n=25)	19.7	83	$11,931	17	$10,336
Minority Institutions (n=26)	23.2	90	$6,628	19	$5,962

TABLE READS: Among 161 predominant courses of study funded in FY 2006 or FY 2007 where scholar stipends were required, the mean number of scholars enrolled in 2008-09 was 18.2. The mean percentage of scholars receiving grant support was 88 percent; the mean amount of candidate grant support was $11,558. The mean percentage of candidates receiving other monetary support was 20 percent; the mean amount of candidate support from other funds was $8,701.

NOTE: Three funded courses of study did not provide relevant data for survey items 15, 16, and 20. Data from these courses of study are therefore not included in analyses for this table. Funds from Preservice Improvement grants (High Incidence FY 2007) could not be used to cover student stipends, so these courses of study were excluded from this table. Calculations for this table are based only on data from the predominant course of study within each grant.

SOURCE: IHE Course of Study Survey – Items 15, 16, and 20 (appendix D), administered in fall 2009 through winter 2010.

Admission requirements of funded courses of study

Among the various criteria used for admitting scholars into funded courses of study, minimum GPA was the most common admission requirement (92 percent, table 6.7), followed by candidate statement of professional goals (84 percent) and letters of reference (83 percent). Among Leadership courses of study, minimum scores on standardized tests (e.g., ACT, SAT, GRE) and candidate experience related to the program were also commonly required (88 percent and 86 percent, respectively); while among Minority Institution courses of study, candidate interviews were also commonly required (92 percent).

Table 6.7: Percent of predominant courses of study funded in FY 2006 or FY 2007 that used particular admission criteria, by PDP priority/focus area: Academic year 2008-09

	All priority/ focus areas (n=185)	Leadership (n=43)	Early Childhood (n=24)	Low Incidence (n=32)	High Incidence (FY 2006) (n=13)	Preservice Improvement (High Incidence FY 2007) (n=21)	Related Services (n=26)	Minority Institutions (n=26)
Minimum GPA	92	86	96	84	100	100	88	100
(Mean minimum GPA required)	*2.96*	*3.26*	*2.86*	*2.88*	*2.94*	*2.76*	*3.06*	*2.88*
Candidate statement of professional goals	84	93	79	84	77	48	96	96
Letters of reference or recommendation for candidate	83	93	79	84	92	52	88	85
Candidate experience related to program	66	86	67	66	69	38	69	54
Candidate interview	61	79	33	50	62	33	58	92
Candidate writing sample	57	70	54	59	54	38	46	62
Minimum scores on standardized test (e.g., ACT, SAT, GRE)	56	88	50	38	54	43	65	31
Prerequisite courses or fieldwork	48	37	42	41	31	67	50	69
Preadmission portfolio	38	65	21	25	46	24	46	27
Minimum scores on PRAXIS 1 Reading, Writing, or Math	13	0	21	19	23	43	0	4

Table 6.7: **Percent of predominant courses of study funded in FY 2006 or FY 2007 that used particular admission criteria, by PDP priority/focus area: Academic year 2008-09 (continued)**

TABLE READS: Among 185 predominant courses of study funded in FY 2006 or FY 2007, 92 percent required a minimum grade point average for admission in academic year 2008-09 with a mean requirement of 2.96; 84 percent required a statement of professional goals; 83 percent required letters of reference or recommendation for the candidate; 66 percent required candidate experience related to the program; 61 percent required a candidate interview; 57 percent required a writing sample; 56 percent required minimum scores on standardized tests; 48 percent required prerequisite courses or fieldwork; 38 percent required a preadmission portfolio; and 13 percent required minimum scores on PRAXIS 1 Reading, Writing or Math tests.

NOTE: One funded course of study in the Preservice Improvement (High Incidence FY 2007) priority area had not yet been developed by academic year 2008-09. Data from this course of study are therefore not included in analyses for this table.

SOURCE: IHE Course of Study Survey – Items 7 and 14 (appendix D), administered in fall 2009 through winter 2010.

Areas of specified focus among funded courses of study

All courses of study in the Leadership priority area reported focusing to a moderate or great extent on the use of evidence-based practices during AY 2008-09 (table 6.8). Ninety-five percent reported such a focus on research methodology, and 93 percent reported such a focus on the specialized needs of children from diverse cultural and linguistic backgrounds.

Among courses of study in the Combined priority area (including the FY 2007 High-Incidence focus area), 99 percent reported focusing to a moderate or great extent on the use of evidence-based practices (table 6.9). Ninety-five percent reported such a focus on extended field experiences; 95 percent reported such a focus on meeting certification, license, or endorsement requirements; and 92 percent reported such a focus on the specialized needs of children from diverse cultural and linguistic backgrounds.

Modification of course of study components since PDP funding

The most commonly reported changes made to funded courses of study following PDP funding were new or significantly modified courses or classes (table 6.10). Across all priority/focus areas, project directors reported an average of one new course or class and 1.5 significantly modified courses or classes per funded course of study. Early Childhood grantees reported the highest mean number of new courses or classes (1.6 per course of study), while Preservice Improvement grantees reported the highest mean number of significantly modified courses or classes (4.7 per course of study). Project directors also reported an average of one new training unit or module for every five courses of study (0.2 per course of study), and an average of one significantly modified fieldwork component for every three courses of study (0.3 per course of study).

Table 6.8: Percent of predominant courses of study funded in the Leadership area in FY 2006 or FY 2007 that focused to a moderate or great extent on specified areas: Academic year 2008-09

Area of focus—all predominant courses of study funded in the Leadership area (n=43)	Percent focusing to a moderate or great extent on the area
Scholar knowledge and skill development	
Use of evidence-based practices in service delivery	100
Research methodology	95
Specialized needs of children with disabilities from diverse cultural and linguistic backgrounds	93
Personnel preparation	84
Integrated general and special education practice	77
Policy or advocacy	63
Special education administration or supervision	28
Course of study instructional or curricular approaches	
Cultural and linguistic diversity in recruiting scholars	81
Support systems for scholars to enhance retention and success in the program	63
Field-based training in high-need communities	53
Meeting certification, license, or endorsement requirements	23

TABLE READS: Among the 43 predominant courses of study funded in the Leadership priority area in FY 2006 or FY 2007, 100 percent focused to a moderate or great extent on use of evidence-based practices in service delivery in academic year 2008-09.

SOURCE: IHE Course of Study Survey – Item 17 (appendix D), administered in fall 2009 through winter 2010.

Table 6.9: **Percent of predominant courses of study funded in the Combined area in FY 2006 or FY 2007 (including the FY 2007 High-Incidence focus area) that focused to a moderate or great extent on specified areas, by PDP priority/focus area: Academic year 2008-09**

Area of focus	All Combined priority area (n=142)[1]	Early Childhood (n=24)	Low Incidence (n=32)	High Incidence (FY 2006) (n=13)	Preservice Improvement (High Incidence FY 2007) (n=21)	Related Services (n=26)	Minority Institutions (n=26)
Scholar knowledge and skill development							
Use of evidence-based practices in service delivery	**99**	100	97	100	100	96	100
Specialized needs of children with disabilities from diverse cultural and linguistic backgrounds	**92**	88	91	100	95	85	96
Integrated general and special education practice	**83**	88	78	85	95	69	88
Cooperation with SEAs, LEAs, or Part C lead agencies	**74**	71	88	85	81	50	81
Highly qualified teacher requirements of NCLB and IDEA	**74**	75	72	92	95	42	81
Involvement of parents in their children's educational planning and service delivery	**67**	79	72	77	62	65	50
Course of study instructional or curricular approaches							
Extended field experiences or practices	**95**	96	97	85	100	100	88
Meeting certification, license, or endorsement requirements	**95**	92	91	92	100	96	100
Collecting data on course of study quality	**90**	96	84	85	95	88	92
Field-based training in high-need communities	**87**	79	81	85	100	81	100

Percent focusing to a moderate or great extent on the area

Table 6.9: Percent of predominant courses of study funded in the Combined area in FY 2006 or FY 2007 (including the FY 2007 High-Incidence focus area) that focused to a moderate or great extent on specified areas, by PDP priority/focus area: Academic year 2008-09 (continued)

Area of focus	All Combined priority area (n=142)[1]	Early Childhood (n=24)	Low Incidence (n=32)	High Incidence (FY 2006) (n=13)	Preservice Improvement (High Incidence FY 2007) (n=21)	Related Services (n=26)	Minority Institutions (n=26
				Percent focusing to a moderate or great extent on the area			
State-identified needs for highly qualified personnel	87	100	75	92	95	81	88
Cultural and linguistic diversity in recruiting scholars	85	88	88	100	67	69	100
Involvement of individuals with disabilities or their parents in the IHE's program planning, implementation, and evaluation	70	75	81	69	57	77	54
Support systems for scholars to enhance retention and success in the program	70	67	63	85	71	54	88
Mentoring and induction for program graduates	60	46	50	69	62	54	85
Paraprofessional preparation	16	13	19	31	24	8	12

TABLE READS: Among 142 predominant courses of study funded in the Combined priority area in FY 2006 or FY 2007, 99 percent focused to a moderate or great extent on use of evidence-based practices in service delivery in academic year 2008-09.

[1]Including the FY 2007 High-Incidence focus area.

NOTE: Preservice Improvement grants have been included as a subcategory of the Combined priority area for this table; while these grants represented a distinct priority area in FY 2007, the focus of the priority remained High Incidence disabilities. One funded course of study in the Preservice Improvement (High Incidence FY 2007) priority area had not yet been developed by academic year 2008-09. Data from this course of study are therefore not included in analyses for this table.

SEA = state education agency; LEA = local education agency; NCLB = No Child Left Behind; IDEA = Individuals with Disabilities Education Act; IHE = institutions of higher education

SOURCE: IHE Course of Study Survey – Item 17 (appendix D), administered in fall 2009 through winter 2010.

Table 6.10: Mean number of new or significantly modified components per predominant course of study funded in the FY 2006 or FY 2007 PDP training grant competitions, by priority/focus area

Type of component	All focus/ priority areas (n=182)	Leadership (n=43)	Early Childhood (n=24)	Low Incidence (n=32)	High Incidence (FY 2006) (n=12)	Preservice Improvement (High Incidence FY 2007) (n=21)	Related Services (n=24)	Minority Institutions (n=26)
All new components	**1.55**	**1.43**	**2.13**	**1.73**	**1.21**	**1.37**	**1.1**	**1.68**
Courses or classes	**0.95**	0.85	1.59	1.08	0.82	0.76	0.70	0.80
Faculty positions	**0.13**	0.11	0.00	0.24	0.08	0.14	0.08	0.22
Fieldwork	**0.18**	0.19	0.17	0.25	0.22	0.19	0.15	0.05
Mentoring programs	**0.09**	0.00	0.20	0.03	0.00	0.18	0.04	0.23
Training units, modules	**0.20**	0.28	0.17	0.13	0.09	0.10	0.13	0.38
All significantly modified components	**1.86**	**0.75**	**1.96**	**1.86**	**0.76**	**5.47**	**1.61**	**1.41**
Courses or classes	**1.47**	0.61	1.49	1.40	0.55	4.74	1.04	1.15
Faculty positions	**0.01**	0.00	0.00	0.03	0.00	0.00	0.00	0.00
Fieldwork	**0.34**	0.12	0.39	0.43	0.21	0.68	0.53	0.18
Mentoring programs	**0.03**	0.02	0.08	0.00	0.00	0.05	0.04	0.04
Training units, modules	**0.01**	0.00	0.00	0.00	0.00	0.00	0.00	0.04

TABLE READS: Among 182 predominant courses of study funded in FY 2006 or FY 2007, an average of 1.55 new components per course of study were reported, including averages of 0.95 new courses or classes, 0.13 new faculty positions, 0.18 new fieldwork components, 0.09 new mentoring programs, and 0.20 new training units or modules.

NOTES: Changes to course of study components reported by PDP grantees were associated with the grant time period, but the data collection did not attempt to establish a more substantive connection between reported changes and PDP funding; causal attribution of the changes to grant funds was problematic because new components were commonly developed with funding from multiple sources. Because insufficient information was available for coding, some of the components that were coded into the sampling frame and then selected for review were, upon review, determined to be ineligible. A few others were re-coded, but still eligible for expert review. This table reflects estimates of true eligibility and corrected coding. One funded course of study in the Preservice Improvement (High Incidence FY 2007) priority area had not yet been developed by academic year 2008-09. Three funded courses of study did not complete survey items 18 and 19. Data from these courses of study are therefore not included in analyses for this table. Individual component means do not sum to all components means due to rounding.

SOURCE: IHE Course of Study Survey – Items 18 and 19 (appendix D), administered in fall 2009 through winter 2010.

Fieldwork requirements among funded courses of study

Ninety-seven percent of courses of study in the Combined priority area (including the FY 2007 High-Incidence focus area) included a fieldwork component during AY 2008-09 (table 6.11). All courses of study in the Preservice Improvement, Related Services, and Minority Institutions areas reported fieldwork components. (Applicants to the Leadership priority were not asked about fieldwork because that is not a regular component of doctoral programs.) On average, 588 total fieldwork hours were required among those courses of study, and 70 percent of fieldwork activities were supervised by faculty.

Table 6.11: Fieldwork among predominant courses of study funded in the Combined priority area in FY 2006 or FY 2007 (including the FY 2007 High-Incidence focus area), by PDP focus area: Academic year 2008-09

Priority area	Percent of courses of study with fieldwork components	Among courses of study with fieldwork components, mean	
		Total fieldwork hours required	Percent of fieldwork activities supervised by faculty
All Combined (n=142)[1]	**97**	**588**	**70**
Early Childhood (n=24)	96	425	61
Low Incidence (n=32)	97	485	73
High Incidence (FY 2006) (n=13)	85	758	73
Preservice Improvement (High Incidence FY 2007) (n=21)	100	752	70
Related Services (n=26)	100	626	60
Minority Institutions (n=26)	100	612	81

TABLE READS: Among 142 predominant courses of study funded in the Combined priority area in FY 2006 or FY 2007, 97 percent included fieldwork during academic year 2008-09. Among courses of study with fieldwork, the mean total fieldwork hours required was 588, and the mean percent of fieldwork activities supervised by faculty was 70 percent.

[1] Including the FY 2007 High-Incidence focus area.

NOTE: For this analysis, Preservice Improvement grants have been included as a subcategory of the Combined priority area. One funded course of study in the Preservice Improvement (High Incidence FY 2007) priority area had not yet been developed by academic year 2008-09. Data from this course of study are therefore not included in analyses for this table. Applicants to the Leadership priority area were not asked to complete IHE Course of Study Survey item 8.

SOURCE: IHE Course of Study Survey – Item 8 (appendix D), administered in fall 2009 through winter 2010.

Completion requirements among funded courses of study

During AY 2008-09, across all priority/focus areas, the reported mean GPA required for course of study completion was 2.96 (table 6.12). The average credit hours required for completion ranged from 36 hours for courses of study that did not award a degree to 97 hours for courses of study that awarded an associate's or bachelor's degree.

Table 6.12: Minimum GPA and credit hour requirements for completion of predominant courses of study funded in FY 2006 or FY 2007, by degree awarded and PDP priority/focus area: Academic year 2008-09

	Mean minimum GPA required for completion	Mean credit hours required for completion of entire program		
		No Degree[1]	Associate's/ Bachelor's	Master's/ Specialist	Doctor's
All priority/focus areas (n=185)	**2.96**	**36.21**	**97.16**	**49.89**	**78.74**
Leadership (n=43)	3.04	†	†	36.00	80.95
Early Childhood (n=24)	2.90	28.50	85.00	39.76	†
Low Incidence (n=32)	2.92	31.80	93.00	47.81	†
High Incidence (FY 2006) (n=13)	2.98	32.67	90.00	49.67	†
Preservice Improvement (High Incidence FY 2007) (n=21)	2.86	43.40	106.33	67.25	†
Related Services (n=26)	2.88	18.00	†	59.16	49.00
Minority Institutions (n=26)	3.01	49.80	83.33	48.38	78.00

TABLE READS: Among 185 predominant courses of study funded in FY 2006 or FY 2007, the mean minimum GPA required for completion during academic year 2008-09 was 2.96. The mean number of credit hours required for the completion of courses of study that offered no degree was 36.21. For predominant courses of study offering associate's or bachelor's degrees, the mean was 97.16 credit hours; for courses of study offering master's or specialist degrees, the mean was 49.89 hours, and for courses of study offering doctor's degrees, the mean was 78.74 credit hours.

† Not applicable. No courses of study were identified for the category under this priority/focus area.

[1] Courses of study not awarding degrees were typically credential-only programs.

NOTE: For this table, the Associate's/Bachelor's subgroup consisted of seven courses of study awarding associates and 47 awarding bachelors, while the Master's/Specialist subgroup consisted of four courses of study awarding Specialist degrees and 173 awarding masters. One funded course of study in the Preservice Improvement (High Incidence FY 2007) priority area had not yet been developed by academic year 2008-09. Data from this course of study are therefore not included in analyses for this table.

SOURCE: IHE Course of Study Survey – Items 12 and 14 (appendix D), administered in fall 2009 through winter 2010.

Completer follow-up

Across all priority/focus areas, project directors for 80 percent of funded courses of study reported collecting some form of information from or about their completers (table 6.13). A survey of completers was the most common means for funded courses of study to collect information (74 percent), followed to a lesser extent by a survey of employer or supervisor (37 percent) and structured interviews with completers (30 percent). Seventy-six percent of courses

of study across priority/focus areas collected information on the usefulness of or scholar satisfaction with the training program, while 72 percent gathered information on the employment status of their completers, including position and location. In contrast, 25 percent collected information on employer satisfaction with scholars' preparation, and 9 percent collected outcome data on the students served by completers.

Table 6.13: Percent of predominant courses of study funded in FY 2006 or FY 2007 that collected some form of follow-up data on or about completers, by PDP priority/focus area

	All priority/ focus areas (n=184)	Leadership (n=43)	Early Childhood (n=24)	Low Incidence (n=31)	High Incidence (FY 2006) (n=13)	Preservice Improvement (High Incidence FY 2007) (n=21)	Related Services (n=26)	Minority Institutions (n=26)
Percent collecting any follow-up data	**80**	70	83	71	77	100	77	92
Percent using particular methods								
Survey of completers	**74**	65	83	68	77	90	69	81
Survey of employer or supervisor	**37**	23	38	29	31	67	46	38
Structured interviews with completers	**30**	26	33	32	15	38	35	31
School district or state reports	**9**	5	4	3	15	29	4	12
Structured interviews with employer or supervisor	**7**	2	8	3	8	5	8	15
Percent collecting particular information								
Usefulness of, or scholar satisfaction with, training program	**76**	63	79	68	77	100	73	88
Employment status, position, primary area, or location	**72**	60	71	65	77	90	65	88

Table 6.13: Percent of predominant courses of study funded in FY 2006 or FY 2007 that collected some form of follow-up data on or about completers, by PDP priority/focus area (continued)

	All priority/ focus areas (n=184)	Leadership (n=43)	Early Childhood (n=24)	Low Incidence (n=31)	High Incidence (FY 2006) (n=13)	Preservice Improvement (High Incidence FY 2007) (n=21)	Related Services (n=26)	Minority Institutions (n=26)
Ages or grades of children served	**47**	16	67	52	62	67	38	58
Job performance, professional honors, publications or presentations	**34**	58	13	23	38	48	35	12
Employer satisfaction with scholars' preparation	**25**	†	21	29	38	52	23	38
Outcome data on students served by completers	**9**	†	8	16	8	19	8	8

TABLE READS: Among 184 FY 2006 and FY 2007 funded predominant courses of study, 80 percent collect some form of data from or about scholars who have completed the course of study, 74 percent conduct surveys of completers, 37 percent survey employers or supervisors, 30 percent use structured interviews with completers, 9 percent collect school district or state reports, and 7 percent use structured interviews with employers or supervisors. Additionally, 76 percent collected information about the usefulness of or scholar satisfaction with the training program, 72 percent about employment status, 47 percent about the ages or grades of children served, 34 percent about job performance and professional honors, 25 percent about employer satisfaction, and 9 percent on outcome data on students served.

† Not applicable. Leadership courses of study were not asked to respond to these specific items.

NOTE: One course of study funded in the Preservice Improvement (High Incidence FY 2007) priority area had not been developed by academic year 2008-09, and one course of study funded in the Low Incidence focus area did not complete a survey item (#23).

SOURCE: IHE Course of Study Survey – Items 23, 24, and 25 (appendix D).

How many scholars enrolled in the funded courses of study, completed their programs, or dropped out before completion?

PDP grant awards do not correspond to academic years, and start dates for PDP grants are contingent on decisions made by the funded IHEs. Start dates among FY 2006 grants ranged from August 2006 to January 2007. Start dates for FY 2007 grants ranged from January 2007 to January 2008. Nevertheless, data of means for enrollment, completion, and dropping out can be examined across years and presented in contrast to the year prior to grant funding.

Scholar enrollment and completion among funded courses of study

Table 6.14 provides 4 years of enrollment and completion data for scholars in FY 2006 funded courses of study: the academic year prior to grant funding (2005-06), a transitional year (2006-07) in which grant activities began, and two academic years (2007-08 and 2008-09) when the funded courses of study fully used their grant funding. Table 6.15 shows the corresponding data for scholars in FY 2007 funded courses of study. Those data cover 3 years only: the academic year prior to grant funding (2006-07), a transitional year (2007-08) in which grant activities began, and one academic year when the funded courses of study were operating with their full grant funding (2008-09). The number of scholars was counted as zero for those academic years for which the project director reported that the course of study did not exist.

In AY 2008-09, FY 2006 funded courses of study each enrolled 1,607 scholars, averaging just over 20 scholars per course of study (table 6.14). In that same year, FY 2007 funded courses of study enrolled 2,592 scholars, averaging slightly less than 26 scholars per course of study (table 6.15). Across all priority/focus areas in the FY 2006 and FY 2007 grant competitions, the mean number of enrollees, of new scholars, and of degree and credential earners per funded courses of study increased from the academic year before funding to the first academic year of full grant funding.

This increase holds across all enrollment and completion variables for each priority/focus area as well, with two exceptions: The mean number of scholars earning a primary credential in FY 2006 Leadership courses of study remained at zero from 2005-06 to 2007-08 (table 6.14), and the mean number of scholars earning a primary degree in FY 2007 Leadership courses of study decreased from 2006-07 to 2008-09 (table 6.15).

Table 6.14: Total and mean enrollment and completion among scholars in FY 2006 funded predominant courses of study, by PDP priority/focus area: Academic years 2005-06 through 2008-09

	Academic year			
	Prior to grant	Grant activities begin	Grant fully utilized	Grant fully utilized
Course of study/type of scholar	2005-06	2006-07	2007-08	2008-09
All FY 2006 funded courses of study, all priority/focus areas (n=80)				
Total number of scholars enrolled	**490**	**877**	**1,334**	**1,607**
Mean number of scholars per course of study	**6.13**	**10.96**	**16.68**	**20.09**
Full-time scholars enrolled	**4.94**	**8.28**	**12.06**	**14.20**
Part-time scholars enrolled	**1.19**	**2.79**	**4.76**	**5.89**
Scholars new to the course of study	**2.55**	**6.39**	**9.89**	**9.83**
Scholars who earned the primary degree	**2.48**	**3.52**	**4.75**	**7.22**
Scholars who earned the primary credential	**2.68**	**4.25**	**6.03**	**9.61**
Leadership (n=22)				
Total number of scholars enrolled	94	172	240	246
Mean number of scholars per course of study	4.27	7.82	10.91	11.18
Full-time scholars enrolled	4.23	7.14	9.55	9.64
Part-time scholars enrolled	0.05	0.68	1.36	1.55
Scholars new to the course of study	1.14	2.77	4.64	3.23
Scholars who earned the primary degree	0.38	0.48	1.19	1.67
Scholars who earned the primary credential	0	0	0	1.00
Early Childhood (n=10)				
Total number of scholars enrolled	21	60	156	199
Mean number of scholars per course of study	2.10	6.00	15.60	19.90
Full-time scholars enrolled	1.00	3.40	7.70	8.30
Part-time scholars enrolled	1.10	2.60	7.90	11.60
Scholars new to the course of study	0.70	4.70	11.40	11.20
Scholars who earned the primary degree	1.33	3.83	5.67	9.33
Scholars who earned the primary credential	0	1.89	6.78	10.56
Low Incidence (n=14)				
Total number of scholars enrolled	44	134	247	276
Mean number of scholars per course of study	3.14	9.57	17.64	19.71
Full-time scholars enrolled	2.36	6.46	13.62	13.57
Part-time scholars enrolled	0.79	3.57	5.00	6.14
Scholars new to the course of study	1.64	5.86	10.93	8.64
Scholars who earned the primary degree	1.60	2.30	4.30	6.60
Scholars who earned the primary credential	1.57	2.93	3.86	7.86
High Incidence (FY 2006) (n=12)				
Total number of scholars enrolled	94	188	234	277
Mean number of scholars per course of study	7.83	15.67	19.50	23.08
Full-time scholars enrolled	7.67	12.50	15.67	18.50
Part-time scholars enrolled	0.17	3.17	3.83	4.58
Scholars new to the course of study	4.25	9.92	12.25	11.83

Table 6.14: Total and mean enrollment and completion among scholars in FY 2006 funded predominant courses of study, by PDP priority/focus area: Academic years 2005-06 through 2008-09 (continued)

	Academic Year			
	Prior to grant	Grant activities begin	Grant fully utilized	Grant fully utilized
Course of study/type of scholar	2005-06	2006-07	2007-08	2008-09
Scholars who earned the primary degree	2.67	4.56	4.44	11.33
Scholars who earned the primary credential	3.17	6.50	7.33	13.08
Related Services (n=6)				
Total number of scholars enrolled	190	232	266	303
Mean number of scholars per course of study	17.27	21.09	24.18	27.55
Full-time scholars enrolled	11.36	15.36	18.18	20.73
Part-time scholars enrolled	5.91	5.73	6.00	6.82
Scholars new to the course of study	7.45	12.36	13.64	15.18
Scholars who earned the primary degree	8.50	11.10	11.30	13.90
Scholars who earned the primary credential	7.40	9.00	9.90	11.10
Minority Institutions (n=11)				
Total number of scholars enrolled	47	91	191	306
Mean number of scholars per course of study	4.27	8.27	17.36	27.82
Full-time scholars enrolled	3.82	5.45	9.18	18.27
Part-time scholars enrolled	0.45	2.82	8.18	9.55
Scholars new to the course of study	1.45	6.00	11.36	15.73
Scholars who earned the primary degree	2.25	2.13	6.13	8.00
Scholars who earned the primary credential	2.18	2.27	4.91	8.27

TABLE READS: Among 80 FY 2006 funded predominant courses of study, the total number of scholars enrolled in 2005-06 was 490 (mean of 6.13 per course of study); the number enrolled in 2006-07 was 877 (mean of 10.96); the number enrolled in 2007-08 was 1,334 (mean of 16.68); and the number enrolled in 2008-09 was 1,607 (mean of 20.09).

NOTE: This table provides 4 years of enrollment and completion data for scholars in FY 2006 funded courses of study: the academic year before grant funding (2005-06), a transitional year (2006-07) in which grant activities began, and two academic years (2007-08 and 2008-09) when the funded courses of study fully used their grant funding. The number of scholars in each category was counted as zero for courses of study that did not exist in a particular year. Calculations for this table are based only on data from the predominant course of study within each grant. Aggregate data were provided by project directors on all scholars enrolled in a course of study, not only those scholars who received direct financial support from the PDP grant. One FY 2006 funded course of study did not complete relevant data for survey item 20 and therefore is not included in analyses for this table. Denominators for individual rows within priority/focus areas may vary based on course of study characteristics, including provision of degrees and credentials.

SOURCE: IHE Course of Study Survey – Item 20 (appendix D).

Table 6.15: Total and mean enrollment and completion among scholars in FY 2007 funded predominant courses of study, by PDP priority/focus area: Academic years 2006-07 through 2008-09

| | Academic year | | |
| | Prior to grant | Grant activities begin | Grant fully utilized |
Course of study/type of scholar	2006-07	2007-08	2008-09
All FY07 funded courses of study, all priority/focus areas (n=100)			
Total number of scholars enrolled	**1,351**	**1,964**	**2,592**
Mean number of scholars per course of study	**13.51**	**19.64**	**25.92**
Full-time scholars enrolled	**9.98**	**12.73**	**15.79**
Part-time scholars enrolled	**3.67**	**6.91**	**10.13**
Scholars new to the course of study	**6.10**	**11.03**	**11.41**
Scholars who earned the primary degree	**5.23**	**4.78**	**8.34**
Scholars who earned the primary credential	**7.34**	**7.25**	**11.29**
Leadership (n=21)			
Total number of scholars enrolled	25	112	147
Mean number of scholars per course of study	1.19	5.33	7.00
Full-time scholars enrolled	1.19	4.43	6.14
Part-time scholars enrolled	0	0.90	0.86
Scholars new to the course of study	0.29	3.86	2.90
Scholars who earned the primary degree	0.60	0.25	0.35
Scholars who earned the primary credential	0	0	1.33
Early Childhood (n=14)			
Total number of scholars enrolled	47	161	281
Mean number of scholars per course of study	3.36	11.50	20.07
Full-time scholars enrolled	1.29	3.07	7.50
Part-time scholars enrolled	2.07	8.43	12.57
Scholars new to the course of study	1.93	10.86	11.21
Scholars who earned the primary degree	1.93	3.07	8.36
Scholars who earned the primary credential	1.77	2.62	8.62
Low Incidence (n=16)			
Total number of scholars enrolled	193	285	384
Mean number of scholars per course of study	12.06	17.81	24.00
Full-time scholars enrolled	2.69	4.88	7.75
Part-time scholars enrolled	9.38	12.94	16.25
Scholars new to the course of study	5.50	11.19	12.44
Scholars who earned the primary degree	4.80	4.70	6.90
Scholars who earned the primary credential	4.56	4.44	6.38
Preservice Improvement (High Incidence FY 2007) (n=20)			
Total number of scholars enrolled	891	1,012	1,294
Mean number of scholars per course of study	44.55	50.60	64.70
Full-time scholars enrolled	38.32	39.85	44.75
Part-time scholars enrolled	8.58	10.75	19.95

Table 6.15: Total and mean enrollment and completion among scholars in FY 2007 funded predominant courses of study, by PDP priority/focus area: Academic years 2006-07 through 2008-09 (continued)

	Academic year		
	Prior to grant	Grant activities begin	Grant fully utilized
Course of study/type of scholar	2006-07	2007-08	2008-09
Scholars new to the course of study	21.26	22.58	27.47
Scholars who earned the primary degree	18.69	13.00	20.71
Scholars who earned the primary credential	21.15	16.90	23.50
Related Services (n=14)			
Total number of scholars enrolled	99	157	190
Mean number of scholars per course of study	7.07	11.21	13.57
Full-time scholars enrolled	6.86	11.07	13.29
Part-time scholars enrolled	0.21	0.14	0.29
Scholars new to the course of study	3.36	6.86	7.57
Scholars who earned the primary degree	3.50	5.57	6.85
Scholars who earned the primary credential	3.43	5.92	6.62
Minority Institutions (n=15)			
Total number of scholars enrolled	96	237	296
Mean number of scholars per course of study	6.40	15.80	19.73
Full-time scholars enrolled	5.20	7.13	9.33
Part-time scholars enrolled	1.20	8.67	10.40
Scholars new to the course of study	1.86	10.33	5.67
Scholars who earned the primary degree	1.54	2.69	7.08
Scholars who earned the primary credential	1.43	4.00	8.43

TABLE READS: Among 100 FY 2007 funded predominant courses of study, the total number of scholars enrolled in 2006-07 was 1,351 (mean of 13.51 per course of study); the number enrolled in 2007-08 was 1,964 (mean of 19.64); and the number enrolled in 2008-09 was 2,592 (mean of 25.92).

NOTE: This table shows enrollment and completion data for scholars in FY 2007 funded courses of study for 3 years: the academic year before grant funding (2006-07), a transitional year (2007-08), and one academic year when the funded courses of study were operating with their full grant funding (2008-09). The number of scholar in each category was counted as zero for courses of study that did not exist in a particular year. Calculations for this table are based only on data from the predominant course of study within each grant. Aggregate data were provided by project directors on all scholars enrolled in a course of study, not only those scholars who received direct financial support from the PDP grant. One funded course of study in the Preservice Improvement (High Incidence FY 2007) priority area had not yet been developed by academic year 2008-09. Four FY 2007 funded courses of study did not complete relevant data for survey item 20. Data from these courses of study are therefore not included in analyses for this table. Denominators for individual rows within priority/focus areas may vary based on course of study characteristics, including provision of degrees and credentials.

SOURCE: IHE Course of Study Survey – Item 20 (appendix D).

Scholar dropout among funded courses of study

In AY 2008-09, across all priority/focus areas in courses of study funded in the FY 2006 or FY 2007 competitions, 174 (4 percent) of 4,199 scholars dropped out. These dropouts represented an overall average of approximately one scholar per course of study (table 6.16). Thirty-eight percent of courses of study reported at least one scholar leaving in 2008-09 without completing the course of study.

Table 6.16: Dropout among scholars in predominant courses of study funded in FY 2006 or FY 2007, by PDP priority/focus area: Academic year 2008-09

	Scholars who left in 2008-09 without completing the course of study			
	Number of scholars who left	Percent of scholars who left	Mean number per course of study of scholars who left	Percent of funded courses of study that had one or more scholars leave
All priority/ focus areas (n=181)	**174**	**4**	**0.96**	**38**
Leadership (n=43)	21	5	0.49	30
Early Childhood (n=24)	15	3	0.63	29
Low Incidence (n=30)	61	9	2.03	53
High Incidence (FY 2006) (n=12)	8	3	0.67	25
Preservice Improvement (High Incidence FY 2007) (n=20)	32	2	1.60	50
Related Services (n=26)	6	1	0.23	23
Minority Institutions (n=26)	31	5	1.19	54

TABLE READS: Among 181 predominant courses of study funded in FY 2006 or FY 2007, 174 scholars (or 4 percent) left in 2008-09 without completing the course of study, which is a mean of 0.96 scholars per course of study. Thirty-eight percent of courses of study reported scholars leaving in 2008-09 without completing the course of study.

NOTE: Not included in the table are four courses of study that did not complete the relevant survey item, and one course of study funded under the Preservice Improvement (High Incidence FY 2007) priority area that had not been developed by academic year 2008-09.

SOURCE: IHE Course of Study Survey – Items 20 and 26 (appendix D), administered in fall 2009 through winter 2010.

Characteristics of course of study completers

Across all priority/focus areas, between the year of grant funding and AY 2008-09, 3,038 scholars completed his or her course of study, averaging slightly more than 17 scholars per course of study (table 6.17). Forty-six percent of the total course of study completers earned master's or education specialist degrees, 15 percent earned associate's or bachelor's degrees, and 4 percent earned doctor's degrees. Within courses of study supported by Leadership grants, doctor's degrees were predominant (81 percent of completers), and for courses of study supported by Preservice Improvement grants, associate's or bachelor's degrees were the most common (37 percent of completers). Eighty-six percent of completers across all priority/focus areas obtained state issued credentials.

The roles for which completers were prepared were generally consistent with the priority/focus area that supported their course of study. Among courses of study supported by High Incidence and Preservice Improvement grants, 100 percent of completers were prepared as special education teachers. Within courses of study supported by Related Services grants, speech-language pathologists were most commonly prepared (82 percent). Courses of study supported by Minority Institutions grants predominantly prepared special education teachers (70 percent), but also prepared scholars for a variety of other roles. Across all priority/focus areas, 42 percent of completers were prepared to serve students with high incidence disabilities, and 24 percent were trained to work with all disabilities. The most common age range completers were prepared to serve was general school age (46 percent), followed by birth to 21 or an unspecified age (24 percent).

Table 6.17: Characteristics of completers of FY 2006 and FY 2007 funded predominant courses of study between the year of grant funding and the 2008-09 year, by PDP priority/focus area

	All priority/ focus areas (n=175)	Leadership (n=42)	Early Childhood (n=24)	Low Incidence (n=30)	High Incidence (FY 2006) (n=12)	Preservice Improvement (High Incidence FY 2007) (n=18)	Related Services (n=24)	Minority Institutions (n=25)
Number of completers[1]	**3,038**	89	366	461	324	900	539	359
Mean number of completers per course of study	**17.36**	2.12	15.25	15.37	27.00	50.00	22.46	14.36
Percent of completers obtaining particular primary degree								
Associate's or bachelor's degree	**15**	0	4	13	6	37	0	7
Master's or educational specialist degree	**46**	11	70	40	51	8	97	55
Doctor's	**4**	81	0	0	0	0	1	10
Percent of completers obtaining particular primary credentials[2]								
State issued credentials	**86**	4	87	77	100	90	83	96
Professional organization credentials	**18**	0	0	0	0	0	83	23
Grantee issued endorsement or course completion only	**3**	3	4	8	0	2	1	0

Table 6.17: Characteristics of completers of FY 2006 and FY 2007 funded predominant courses of study between the year of grant funding and the 2008-09 year, by PDP priority/focus area (continued)

	All priority/ focus areas (n=175)	Leadership (n=42)	Early Childhood (n=24)	Low Incidence (n=30)	High Incidence (FY 2006) (n=12)	Preservice Improvement (High Incidence FY 2007) (n=18)	Related Services (n=24)	Minority Institutions (n=25)
Percent of completers prepared for particular role								
Dually certified general/special educators	#	0	0	0	0	0	0	3
Early intervention or early childhood specialist	**11**	0	89	2	0	0	0	1
Leadership personnel	**3**	100	0	0	0	0	0	0
Psychologists	**1**	0	0	0	0	0	2	10
Related Services personnel (excluding speech-language)	**5**	0	0	10	0	0	17	1
Special education teachers	**63**	0	11	88	100	100	0	70
Speech-language pathologists	**16**	0	0	0	0	0	82	15
Percent of completers prepared to serve particular disability areas[3]								
All disabilities	**24**	82	83	0	0	0	19	70
High incidence	**42**	1	0	0	89	100	2	17
Low incidence	**9**	0	0	48	0	0	2	8
Autism	**5**	2	6	19	0	0	0	11

Table 6.17: Characteristics of completers of FY 2006 and FY 2007 funded predominant courses of study between the year of grant funding and the 2008-09 year, by PDP priority/focus area (continued)

	All priority/ focus areas (n=175)	Leadership (n=42)	Early Childhood (n=24)	Low Incidence (n=30)	High Incidence (FY 2006) (n=12)	Preservice Improvement (High Incidence FY 2007) (n=18)	Related Services (n=24)	Minority Institutions (n=25)
Deaf-blindness	1	0	0	2	0	0	0	3
Developmental delay	#	0	2	0	0	0	0	0
Emotional disturbance	1	3	0	0	11	0	0	0
Hearing impairment	5	0	17	10	0	0	4	5
Mental retardation	2	6	0	6	0	0	0	4
Other health impairment, including attention deficit disorder	#	1	0	0	0	0	0	0
Speech-language impairment	14	4	0	0	0	0	72	6
Specific learning disabilities	1	0	0	0	5	0	5	0
Traumatic brain injury	#	0	0	0	0	0	1	0
Visual impairment	4	0	4	21	0	0	0	0
Percent of completers prepared to serve particular grade/age levels[4]								
Birth to pre-school	14	12	100	2	0	0	4	7
Elementary school	13	0	13	0	29	18	0	22
Secondary school	8	0	0	4	13	18	0	7

Table 6.17: Characteristics of completers of FY 2006 and FY 2007 funded predominant courses of study between the year of grant funding and the 2008-09 year, by PDP priority/focus area (continued)

	All priority/ focus areas (n=175)	Leadership (n=42)	Early Childhood (n=24)	Low Incidence (n=30)	High Incidence (FY 2006) (n=12)	Preservice Improvement (High Incidence FY 2007) (n=18)	Related Services (n=24)	Minority Institutions (n=25)
Transition or post-secondary	3	0	0	22	0	0	1	0
Birth to 21 (or unspecified age)	24	31	0	26	5	0	90	26
General school age	46	56	0	54	54	82	6	46

TABLE READS: Among 175 predominant courses of study funded through FY 2006 and FY 2007 competitions, there were 3,038 completers between the year of grant funding and the 2008-09 year. Of these completers, 15 percent earned associate's or bachelor's degrees, 46 percent earned master's or educational specialist degrees, and 4 percent earned doctor's degrees.

[#] Rounds to zero.

[1] Total number of completers is based on the number of scholars earning the primary degree and/or the primary credential.

[2] Select courses of study identified more than one type of certification provided. Therefore, completers may be counted in more than one certification area.

[3] Select courses of study identified more than one disability area for which completers were prepared. Therefore, completers may be counted in more than one disability area.

[4] Select courses of study identified more than one age/grade level for which completers were prepared. Therefore, completers may be counted in more than one age/grade level.

NOTE: IHE Course of Study Survey data were reported at the course of study level, rather than the individual scholar level. Therefore, data related to completers of PDP-funded courses of study may include scholars not receiving stipends or other monetary support related to the PDP grant providing funding for a given course of study. One funded course of study in the Preservice Improvement (High Incidence FY 2007) priority area had not yet been developed by academic year 2008-09, while 10 other funded courses of study did not complete relevant survey items for this table. Data from these courses of study are therefore not included in analyses for this table.

SOURCE: IHE Course of Study Survey – Items 5, 6, and 20 (appendix D).

What were the quality and relevance/usefulness of new or significantly modified components for funded courses of study?

In the summer of 2010, expert panel members reviewed a sample of 134 new or significantly modified components from 99 courses of study funded with PDP training grants in FY 2006 or FY 2007. The components had been developed or modified since the time of grant application. Experts rated all 134 components for quality and 70 components for relevance/usefulness on a 5-point scale, with 5 being the highest.[16] Three panelists rated each component (figure 6.2).

Figure 6.2: **Distribution of expert panelist ratings (on a 5-point scale, with 5 being the highest) of quality and relevance/usefulness of new or significantly modified course of study components funded with FY 2006 or FY 2007 PDP training grants**
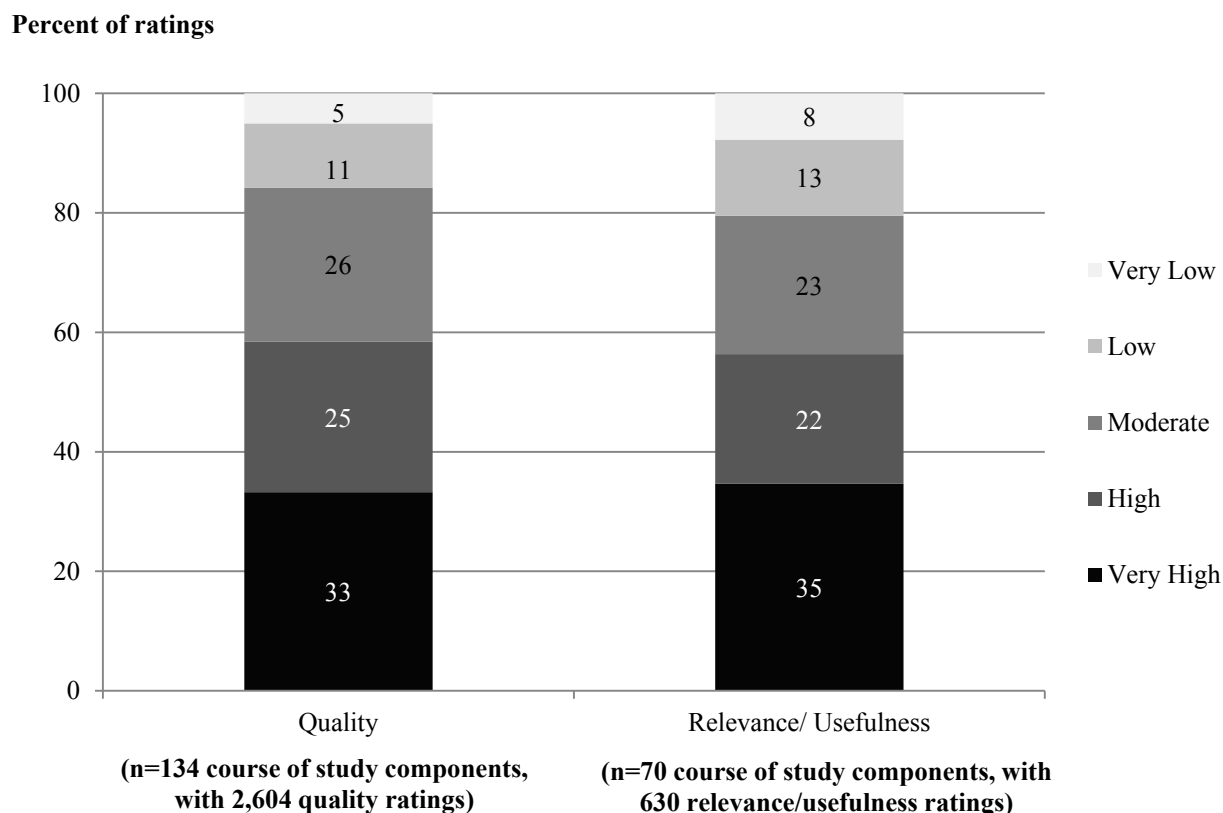
Percent of ratings

FIGURE READS: For the 134 new or significantly modified course of study components reviewed by an expert panel for quality, 5 percent of the 2,604 ratings were at the level of 1 (very low); 11 percent were 2 (low); 26 percent were 3 (moderate); 25 percent were 4 (high); and 33 percent were 5 (very high). The mean quality rating was 3.71.

NOTE: The data that are summarized in this figure are weighted using the inverse of the probability of selection for each sampled change component to allow generalization to all change components reported by grantees. Relevance/usefulness composites are based on ratings from Courses or Classes and Training Units or Modules components only.

SOURCE: Expert panel reviews, conducted July through October 2010.

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[16] The rubrics developed to evaluate each type of course of study component (appendix E) originally distinguished some indicators as measures of quality, and other indicators as measures of relevance/usefulness. However, during testing of the rubrics, expert consultants recommended that it would be more appropriate to classify *all* of the indicators for components involving new faculty, fieldwork, and mentoring programs as quality indicators.

Fifty-eight percent of the quality ratings and 57 percent of the relevance/usefulness ratings were high or very high. Mean ratings were 3.71 for quality and 3.63 for relevance/usefulness (table 6.18). Table 6.18 provides additional details regarding the number of indicators, number of ratings, and scores for the specific types of components that were reviewed.

Table 6.18: Mean expert panelist ratings (on a 5-point scale, with 5 being the highest) of a sample of new and significantly modified course of study components, by review dimension, and by PDP priority/focus area and component type

	Quality				Relevance/usefulness[1]			
	Number of components	Number of ratings	Mean	SD	Number of components	Number of ratings	Mean	SD
All components combined	**134**	**2,604**	**3.71**	**2.17**	**70**	**630**	**3.63**	**1.73**
By PDP priority/focus Area								
Leadership	29	528	3.86	1.97	19	171	3.48	1.41
Early Childhood	20	405	3.53	1.76	9	81	3.07	0.81
Low Incidence	20	423	3.62	2.31	9	81	3.37	1.99
High Incidence (FY 2006)	5	114	3.61	1.63	1	9	4.33	†
Preservice Improvement (High Incidence FY 2007)	18	372	3.96	2.53	8	72	4.17	1.99
Related Services	15	306	3.65	1.98	7	63	3.16	1.59
Minority Institutions	27	456	3.45	2.35	17	153	3.66	1.64
By component type								
Courses or classes	42	756	3.75	3.25	42	378	3.65	2.10
Training units or modules	28	336	3.71	1.14	28	252	3.37	0.93
New faculty	17	357	3.55	1.27	†	†	†	†
Fieldwork	28	756	3.70	1.77	†	†	†	†
Mentoring programs	19	399	3.36	1.46	†	†	†	†

TABLE READS: The 134 change components reviewed by the expert panels for quality received 2,604 ratings, and the 70 change components reviewed by the expert panels for relevance/usefulness received 630 ratings; the overall mean rating for quality was 3.71 (*sd=2.17*), and the overall mean rating for relevance/usefulness was 3.63 (*sd=1.73*).

†Not Applicable. Rubrics for new faculty, fieldwork, and mentoring programs contained only the Quality dimension.

[1] Relevance/usefulness composites are based on ratings from courses or classes and training units or modules components types only.

NOTE: Overall, experts made 3,234 ratings across the 134 components. All ratings were on a 5-point scale, with 5 as the highest value. Data in this table are weighted using the inverse of the probability of selection for each sampled change component to allow generalization to all change components reported by grantees.

SOURCE: Expert panel reviews, conducted July through October 2010 using the rubric in appendix E.

What became of courses of study that did not receive PDP training grant funding?

Of the 537 applications from IHEs to the FY 2006 and FY 2007 PDP training grant competitions, 347 were not funded. Six nonfunded applications were removed from the sample because we were unable to identify either the project director or the course of study within the application due to missing information. The remaining 341 nonfunded applications formed the nonfunded sample. Where extant data were used, all 341 nonfunded applications are described. Ninety FY 2006 applications were requests for funding for a course of study that was also the focus of a subsequent application and were removed from the sample, and two applications were used for survey piloting. Of the 249 nonfunded applications in the final survey sample, responses were obtained for 230. Analyses involving survey data are based on these 230 nonfunded applications.

Across the 341 nonfunded PDP applications from FY 2006 and FY 2007, 10 percent contained multiple courses of study. When the term "course of study" is used throughout the sections that follow, it is in reference to the *predominant course of study* for which the most funding was requested within an application.

Development, maintenance, and implementation of nonfunded courses of study

Among all the 230 nonfunded predominant courses of study for which survey data were gathered, 34 percent were developed or maintained without PDP funding (table 6.19). Among the 156 nonfunded courses of study that were intended to be substantially different from any existing course of study at the submitting IHE, 8 percent were developed. Of the 74 nonfunded existing courses of study that were intended to be maintained or enhanced through the PDP request, 88 percent were maintained without the PDP funding. Most commonly, nonfunded courses of study that were developed or maintained without PDP funding did so without other external funding.

Subsequent funding status of nonfunded applicants

Of 114 IHEs with nonfunded applications in FY 2006, 70 percent reapplied to the same priority/focus area within 4 years, and 50 percent received funding in that time period (table 6.20). For FY 2007, 56 percent of 108 IHEs with nonfunded applications reapplied to the same priority/focus area within 3 years, and 33 percent were funded. IHEs with Leadership applications most commonly reapplied: 89 percent of FY 2006 nonfunded applicants reapplied within 4 years, and 62 percent were funded; and 83 percent of FY 2007 nonfunded applicants reapplied within 3 years, and 54 percent were funded.

Table 6.19: Percent of predominant courses of study proposed but not funded in FY 2006 or FY 2007 that were developed or maintained without PDP funding and the extent of external funding used, by relationship to existing courses of study and by PDP priority/focus area

	All priority/ focus areas	Leadership	Early Childhood	Low Incidence	High Incidence (FY 2006)	Preservice Improvement (High Incidence FY 2007)	Related Services	Minority Institutions
All nonfunded courses of study								
	(n=230)	(n=63)	(n=16)	(n=28)	(n=29)	(n=14)	(n=32)	(n=48)
Developed or maintained without PDP funding	**34**	33	44	39	52	43	25	21
With external funding equal to or greater than PDP requested amount	**1**	2	0	4	0	0	0	0
With external funding smaller than PDP requested amount	**6**	8	0	14	10	0	3	0
Without external funding	**23**	19	44	14	38	36	22	17
Source or amount of funding not identified	**4**	5	0	7	3	7	0	4
Nonfunded courses of study that were substantially different from any existing course of study								
	(n=156)	(n=45)	(n=10)	(n=18)	(n=14)	(n=9)	(n=24)	(n=36)
Developed without PDP funding	**8**	7	10	17	14	11	4	6
With external funding equal to or greater than PDP requested amount	**0**	0	0	0	0	0	0	0
With external funding smaller than PDP requested amount	**1**	2	0	0	7	0	0	0

Table 6.19: Percent of predominant courses of study proposed but not funded in FY 2006 or FY 2007 that were developed or maintained without PDP funding and the extent of external funding used, by relationship to existing courses of study and by PDP priority/focus area (continued)

	All priority/ focus areas	Leadership	Early Childhood	Low Incidence	High Incidence (FY 2006)	Preservice Improvement (High Incidence FY 2007)	Related Services	Minority Institutions
Without external funding	**5**	2	10	11	7	11	4	3
Source or amount of funding not identified	**2**	2	0	6	0	0	0	3
Nonfunded courses of study that were maintained from existing courses of study								
	(n=74)	(n=18)	(n=6)	(n=10)	(n=15)	(n=5)	(n=8)	(n=12)
Courses of study maintained	**88**	100	100	80	87	100	88	67
With external funding equal to or greater than PDP requested amount	**3**	6	0	10	0	0	0	0
With external funding smaller than PDP requested amount	**15**	22	0	40	13	0	12	0
Without external funding	**62**	61	100	20	67	80	75	58
Source or amount of funding not identified	**8**	11	0	10	7	20	0	8

TABLE READS: Among the 230 predominant courses of study that were proposed but not funded in either FY 2006 or FY 2007, 34 percent were developed or maintained without PDP funding. One percent of courses of study were developed or maintained through non-PDP funding sources equal to or greater than the PDP requested amount, 6 percent were developed or maintained through non-PDP funding sources smaller than the PDP requested amount, 23 percent were developed or maintained without any external funding, and 4 percent were developed or maintained though the source and amount of funding was not identified.

SOURCE: IHE Course of Study Survey – Items 1, 2, and 3 (appendix D), administered in fall 2009 through winter 2010.

Table 6.20: Funding status of nonfunded applicants reapplying for funding in the same priority/focus area, by PDP competition year and priority/focus area

	Percent of IHEs that reapplied to the same PDP priority/focus area					Percent of IHEs that were subsequently funded in the same PDP priority/focus area				
	Reapplied by FY 2010	FY 2007	FY 2008	FY 2009	FY 2010	Funded by FY 2010	FY 2007	FY 2008	FY 2009	FY 2010
IHEs with nonfunded applications in FY 2006 (n=114)	**70**	**54**	**36**	**29**	**32**	**50**	**28**	**21**	**17**	**11**
Leadership (n=45)	89	76	60	51	44	62	33	20	24	18
Early Childhood (n=10)	60	50	0	30	30	30	30	0	10	10
Low Incidence (n=12)	83	75	42	25	42	42	17	25	25	0
High Incidence[1] (n=37)	35	22	8	3	8	19	5	8	0	5
Related Services (n=27)	74	48	37	26	19	63	33	37	11	4
Minority Institutions (n=25)	68	52	12	12	16	40	28	8	8	0
IHEs with nonfunded applications in FY 2007 (n=108)	**56**	†	**37**	**32**	**31**	**33**	†	**19**	**17**	**8**
Leadership (n=41)	83	†	66	59	41	54	†	29	27	15
Early Childhood (n=11)	55	†	9	45	9	18	†	0	18	0
Low Incidence (n=22)	59	†	32	23	36	27	†	14	14	5

Table 6.20: Funding status of nonfunded applicants reapplying for funding in the same priority/focus area, by PDP competition year and priority/focus area (continued)

	Percent of IHEs that reapplied to the same PDP priority/focus area				Percent of IHEs that were subsequently funded in the same PDP priority/focus area				
	Reapplied by FY 2010	FY 2007	FY 2008	FY 2009	FY 2010	Funded by FY 2010	FY 2007	FY 2008	FY 2009	FY 2010
Preservice Improvement (n=14)	14	†	7	0	7	7	†	7	0	0
Related Services (n=15)	67	†	40	20	27	47	†	40	13	0
Minority Institutions (n=34)	32	†	12	9	18	15	†	3	6	6

TABLE READS: Among the 114 institutions of higher education (IHEs) that submitted applications in FY 2006 that were not funded, 70 percent reapplied to the same PDP priority/focus area within 4 years, and 50 percent were funded in those competitions; 54 percent reapplied to the same PDP priority/focus area in FY 2007 competitions, and 28 percent were funded; 36 percent reapplied to the same PDP priority/focus area in FY 2008 competitions, and 21 percent were funded; 29 percent reapplied to the same PDP priority/focus area in FY 2009 competitions, and 17 percent were funded; and 32 percent reapplied to the same PDP priority/focus area in FY 2010 competitions, and 11 percent were funded.

†Not applicable. FY 2007 data are not relevant for IHEs with FY 2007 nonfunded applications.

[1] Nonfunded applications submitted to the FY 2006 High Incidence focus area are matched for the purposes of this analysis to applications submitted to the Preservice Training Improvement priority area in subsequent years.

NOTE: This analysis focused at the IHE level, not the course of study level, because information on subsequent applications was not available at the course of study level. Thus, subsequent applications, although from the same IHE and to the same PDP priority/focus area, were not necessarily for the same course of study that was the focus of the FY 2006 or FY 2007 nonfunded application.

SOURCE: Office of Special Education Programs PDP application slates for fiscal years 2006 through 2010.

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Appendix A

Semi-Structured Interview Protocol for Center Director

[Introduction includes a description of the evaluation, explanation of the goals of the interview, and information for interviewee on what the upcoming questions will be about.]

Name of Interviewee _____

Date Began as Center Director _____

Part I. Center Goals and Objectives

We have reviewed your grant proposal, progress reports, and your inventory, but we realize that the focus of activities often changes over time, so we want to be sure we have a good picture of what the center's focus has been up to this point.

1. Please start by giving us a description of the center's goals and objectives.
2. In what ways is the work of the center a continuation of work that the center has done previously?
3. Has the work of the center changed since you were initially funded? [If yes,] What prompted that change?
4. Are there any obstacles and challenges that the center has faced in completing the work that you envisioned?
5.   [If the grant is ongoing] What do you envision as the future direction of the center?
6.   [If the grant is over] In what ways has the center's work been sustained since the end of the grant?
7. To your knowledge, which center products, services, or activities have been used the least extensively?
8. To your knowledge, which center products, services, or activities have been used the most extensively?

Part II. Organization Structure and Staffing

1. Please give me an overview of the center's organizational structure.
2. Where is the center housed (e.g., a department within the university)?
3. How many people work at the center and what are their roles?
4. Does the center use any subcontractors or outside consultants? [If yes,] What are their roles?

Part III.   Inventory of Products and Services [In this part of the interview, ask interviewee to clarify information on the inventory if needed.]

Appendix B

PDP National Centers Inventory of Products and Services

Dear Center Director,

Enclosed are a project inventory form and instructions to be used to compile a complete list of your center's products and services during its funding from the U.S. Department of Education's *Personnel Preparation Program to Improve Services and Results for Children with Disabilities*.

The evaluation will use the completed product and service inventory to select a sample of products and services for review by an expert panel. Please designate up to 10% (or up to 3 if fewer than 30 items are listed) products or services that you believe best represent the work of your center; these products will be included among the sample of products to be reviewed by the expert panel. This panel will rate nominated and sampled products on several dimensions, such as quality, relevance, and usefulness.

Within 10 days after receiving this inventory, a member of the study team will contact you to see if you have any questions about how to complete the inventory. We ask that you complete the inventory by January15, 2010 and return it to elainecarlson@westat.com. If you prefer to send paper, please mail the completed inventory to:

Elaine Carlson
Westat
1600 Research Blvd., RA1219
Rockville, MD 20850

Once we receive the completed inventory, a member of the study team will contact you within one month to discuss the list of products/services you have submitted and to ask you a few more questions about your center, and the product and services you have developed.

Thank you for support of the evaluation of the *Personnel Preparation Program to Improve Services and Results for Children with Disabilities*.

For this data collection, Westat will report results for each Center. Data about your Center will be available to the Department of Education and will appear in evaluation reports.

Instructions for Completing the Inventory

I. Background

The U.S. Department of Education's (ED) National Center for Education Evaluation is conducting a study of the *Personnel Preparation Program to Improve Services and Results for Children with Disabilities*. All National Centers funded between 2001 and 2007 are being asked to participate in this important evaluation being carried out by Westat and its subcontractors, the Council for Exceptional Children and Compass Consulting. For the evaluation, we will select a sample of products and services developed by your center for expert review, including several products or services nominated by you as your center's "signature works."

II. Identifying Products and Services for Inclusion in the Inventory

The unit of analysis for the expert review panels will be the **product** or **service.** For the purposes of this inventory, a "product" or "service" will ordinarily comprise **a group of closely related activities designed to achieve a specific outcome for a specific audience.** The inventory should include *all* of the products or services developed or delivered by your National Center, including those developed or delivered in collaboration with other entities, during the grant period. It is critical that the inventory reflect **all** the products and services attributable to your center during the grant period.

Each product or service entered in the inventory should be a **complete and coherent whole.** Because each product or service listed in the inventory could potentially be sampled for expert panel review, each product or service shown as an entry (or row) in the inventory form should be complete and coherent—that is, works that can be understood and rated on their own by expert panel members who may not know anything about other aspects of the center's work.

Avoid listing products or services separately in the inventory if they cannot be understood or evaluated without information about related products or services.

For example, the first example product in the sample inventory form at the end of the packet is a training video. This video required extensive planning (e.g., needs assessment, pilot testing the video prototype) and follow-up activities (e.g., providing a "helpline" in case users had questions about the content of the video). These planning and follow-up activities would be very difficult for a panel to rate in the absence of information about the video product itself. Therefore, the center should list these planning and follow-up activities and the product itself as a single work (one row) on the inventory form. Each phase of the project—planning, the product itself, and follow up—should then be described briefly in the "activities and deliverables" column. Likewise, in example two, for the Master's coursework in emotional disturbance, the planning activities and all 20 syllabi for the courses should be listed as a single product.

III. What Not to Include in the Inventory

Products and services that were not intended to be used directly by or while assisting entities outside your Center should **not** be included on the inventory. Such things would include but not necessarily be limited to: (1) agendas, notes, or summaries from internal meetings; (2) reports or other products (such as annual performance reports) prepared for administrative purposes; (3) materials prepared for your own grant evaluator; and (4) general promotional materials for your Center.

IV. Identifying Signature Works

After listing all your products and services in the inventory, please go back and designate which products you consider to be "signature works." For the purposes of the study, signature works are defined as products or services that meet at least of the following criteria:

- Prominent in terms of the proportion of the National Center's effort;
- Exclusively or nearly exclusively a product of the National Center's efforts;
- Predominately supported by Personnel Preparation Program grant funds; and
- Meets a critical need in the field or to the class of customers served.

V. Completing the Inventory Form

Centers may use an electronic or paper version of the attached form to complete their inventory. You will receive an electronic version of the form in Word, after a member of the study team has spoken with you to review the form and answer any questions you may have. **Add rows to the table as needed.**

Column A **Number.** Assign a sequential number to each product or service. You may want to complete this step last, after you have listed all the products/services.

Column B **Signature Work.** Indicate signature works by placing an X in this column (up to 10%, or up to 3 if fewer than 30 items have been listed).

Column C **Name** Assign a descriptive name to each product or service.

Column D. **Description** – Provide a brief description of the product or service.

Column E. **Medium** - Indicate the medium or media, e.g., in-person training, video, research paper.

Column F. **Audience or Customer** - Indicate the intended audiences or customers for the product or service.

Column G. **Purpose** - Indicate the intended purpose of the product or service.

Column H. **Activities and Deliverables -** Provide a description of the activities and deliverables, including planning and follow-up activities, as well as the product or service itself. If the product or service comprises multiple activities or documents, list them here. For services, include location and type(s) of participants.

Column I. **Start Date -** Indicate the month and year in which the product or service became available.

Column J. **End Date -** Indicate the month and year in which the product or service stopped being available. Enter 'ongoing' if the product or service continues to be available.

Column K. **Estimated Cost** - Estimate the cost, in dollars, of developing and delivering the product or service. For example, if a particular product or service consumed approximately 50 percent of the Center's resources for the first year of the grant, multiply 0.5 by Year 1 expenditures. Include overhead costs in the estimates. The estimates should be as accurate as reasonably possible, but you do not need to complete a detailed audit of costs per product. The cost estimates should take no longer than one hour to complete. If costs are ongoing, indicate what has been expended to date. If your center (1) disseminated a product developed by another individual or institution or (2) developed a product or service in collaboration with another individual or institution, include only the costs incurred by your center. The sum of costs for all the Center's products and services should approximate total expenditures to date, excluding costs for the Center's external evaluator.

For this data collection, Westat will report results for each Center. Data about your Center will be available to the Department of Education and will appear in evaluation reports.

Products and Services Inventory for National Centers Funded Under the IDEA Personnel Preparation Program

Center name and grant number:

A. Number	B. Signature works	C. Name of product or service	D. Description	E. Medium	F. Audience/ customer	G. Purpose	H. Activities and Deliverables (including all the components of the product or service)	I. Start date	J. End date	K. Estimated cost
Ex.#1		RtI video	Technical assistance training on RtI	Video, DVD, and web	Local special education administra-tors	Provide overview of RtI and its role in LD identification	Conducted needs assessment interviews with 5 school districts. Created 15 minute video prototype and pilot tested with 10 special education administrators. 30-minute video on different types of RtI; DVD and web on how they can be used in LD identification, next steps, and where to get additional information and assistance. Helpline for users with follow-up questions about applications of training.	11/06	Ongoing	$22,000

For this data collection, Westat will report results for each Center. Data about your Center will be available to the Department of Education and will appear in evaluation reports.

A. Number	B. Signature works	C. Name of product or service	D. Description	E. Medium	F. Audience/ customer	G. Purpose	H. Activities and Deliverables (including all the components of the product or service)	I. Start date	J. End date	K. Estimated cost
Ex. #2		ED curriculum	Curriculum for master's degree program in emotional disturbance	Paper	University administrators and prospective students	Define the content of a 60-credit graduate program for preparing teachers to serve children with emotional disturbance	Convened expert panel to discuss criteria for Masters course in ED. Conducted literature review in ED. Developed program description and 20 course syllabi: the Exceptional Learner, Contemporary Issues in Special Education, Introduction to Emotional Disturbance/ Behavior Disorders, Classroom and Behavior Management, Assessing Learners with Disabilities, Initial Field Experience, Child Growth and Development, Adolescent Growth and Development, Learning Theories in Education, Advanced Educational Psychology, Collaborative Consultation, Methods in Adaptive Instruction, Intro to Reading Difficulties, Teaching Remedial Math, Research Foundations, Educational Research Project, Social Foundations in Education, Secondary Programming for Students with Disabilities, Elementary Practicum, Middle/Secondary Practicum.	10/04	Ongoing	$5,000

For this data collection, Westat will report results for each Center. Data about your Center will be available to the Department of Education and will appear in evaluation reports.

A. Number	B. Signature works	C. Name of product or service	D. Description	E. Medium	F. Audience/ customer	G. Purpose	H. Activities and Deliverables (including all the components of the product or service)	I. Start date	J. End date	K. Estimated cost
…										
…										
…										
…										
…										

Col A. Assign a sequential number to each product or service

Col B. Indicate signature works with X in this column (up to 3, up to 10%)

Col C. Assign a descriptive name to each product or service

Col D. Briefly describe the product or service

Col E. Indicate the media, e.g., in-person training, video, research paper

Col F. Indicate the intended audiences for the product or service

Col G. Indicate the intended purpose of the product or service

Col H. Provide additional description of the product or service

Col I. Indicate the date on which the product or service became available

Col J. Indicate the date on which the product or service stopped being available

Col K. Estimate the cost of developing and delivering the product or service

For this data collection, Westat will report results for each Center. Data about your Center will be available to the Department of Education and will appear in evaluation reports.

Appendix C

PDP National Centers Expert Panel Review Rubrics

<u>CILSPRT</u>

INDICATORS AND SCORING RUBRIC FOR THE

CAROLINA INTERDISCIPLINARY LARGE-SCALE POLICY RESEARCH TRAINING

(CFDA 84.325L)

Product: _____

Reviewer: _____ Date: _____

SUMMARY SHEET

Dimensions and Indicators	Rating
DIMENSION 1: PRODUCTS AND SERVICES DEEMED OF HIGH QUALITY: Synthesis rating (mean of 1A through 1G)	
Indicator 1A. The course or courses, enrichment activities, and/or experiential learning opportunities cover key content areas relevant to conducting large-scale analyses in special education.	
Indicator 1B. The faculty members or other individuals delivering course content were qualified for their assigned role.	
Indicator 1C. The product or service adequately addresses all of the research questions, hypotheses, or objectives presented.	
Indicator 1D. The product or service's findings are clearly supported by the data, or, for a concept or position paper or presentation, arguments or theories are backed up with valid research and sound reasoning.	
Indicator 1E. The analyses conducted are appropriate for the data used in the paper or presentation.	
Indicator 1F. The product or service's data sources and instruments are appropriate for addressing the research questions, hypotheses, or objectives.	
Indicator 1G. The product or service is easy to read and/or understand, given the intended audience.	

DIMENSION 2: PRODUCTS DEEMED OF HIGH RELEVANCE/USEFULNESS TO POLICY OR PRACTICE: Synthesis rating (mean of 2A through 2C)	
Indicator 2A. The paper or course focuses on topical areas relevant to special education policy or practice.	
Indicator 2B. The paper or course uses national databases suitable for analyses on children with disabilities.	
Indicator 2C. The product or service contributes new information to the intended audience on the topic being addressed.	
GENERAL COMMENTS	

CRITERIA FOR SCORING

Dimension 1: Products and Services Deemed of High Quality (*Check the number that best describes the quality of the product or service*)

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1A. The course or courses, enrichment activities, and/or experiential learning opportunities cover key content relevant to conducting large-scale analyses in special education.	The course or courses, enrichment activities, and/or experiential learning opportunities cover key content relevant to conducting large-scale analyses in special education.		The course or courses, enrichment activities, and/or experiential learning opportunities cover some content relevant to conducting large-scale analyses in special education but omit important content or include unnecessary content.		The course or courses, enrichment activities, and/or experiential learning opportunities cover little if any content relevant to conducting large-scale analyses in special education.	
Comments on rating, required for NA:						

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1B. The faculty members or other individuals delivering course content were qualified for their assigned role.	The faculty members or other individuals delivering course content were highly qualified for their assigned role.		The faculty members or other individuals delivering course content were moderately qualified for their assigned role.		The faculty members or other individuals delivering course content were poorly qualified for their assigned role.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1C. The product or service adequately addresses all of the research questions, hypotheses, or objectives presented.	All of the research questions, hypotheses, or objectives are adequately addressed.		Some but not all of the research questions, hypotheses, or objectives are adequately addressed.		Few if any of the research questions, hypotheses, or objectives are adequately addressed.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1D. The product or service's findings are clearly supported by the data or, for a concept or position paper or presentation, arguments or theories are backed up with valid research and sound reasoning.	All of the findings are clearly supported by the data, or, for a concept or position paper, all arguments or theories are backed up with valid research and sound reasoning.		Some but not all of the findings are clearly supported by the data, or, for a concept or position paper, some but not all of the arguments or theories are backed up with valid research and sound reasoning.		Few if any of the findings are supported by the data, or, for a concept or position paper, few if any of the arguments or theories are backed up with valid research or sound reasoning.	

Comments on rating, required for NA:

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5 ☐	**4** ☐	**3** ☐	**2** ☐	**1** ☐	**NA** ☐
1E. The analyses conducted are appropriate for the data used in the product or service.	The product or service uses the best and appropriate analysis methods for the research questions, hypotheses, or objectives.		The analysis methods are reasonable, although better ones could be applied within the context.		The product or service uses few if any appropriate methods to analyze the data, or the analytic methods are not described.	
Comments on rating, required for NA:						

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1F. The product or service's data sources and instruments are appropriate for addressing the research questions, hypotheses, or objectives.	All of the instruments are valid and reliable for addressing the research questions, hypotheses, or objectives, and the data are collected using sound practices.		Some but not all of the instruments are valid and reliable; the validity and/or reliability of some instruments is in question; or there are some concerns with the soundness of the data collection.		The instruments have little if any validity or reliability for addressing the research questions, hypotheses, or objectives, and there are serious problems with data collection, or instrumentation was applicable to the product or service but was not addressed at all.	

Comments on rating, required for NA:

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
1G. The product or service is easy to read and understand, given the intended audience.	The product or service is well written throughout and can be easily understood by the intended audience.		Some but not all sections of the product or service are well written, and/or the information is too technical for the intended audience.		The product or service is poorly written throughout.	

Comments on rating, required for NA:

Dimension 2: Products Deemed of High Relevance to Policy or Practice (*Check the number that best describes the relevance/usefulness of the product or service*)

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2A. The paper or course focuses on topical areas relevant to special education policy or practice.	The paper or course covers high-priority topical areas relevant to special education law, special education or education policy, including *ESEA* of 1965.		The paper or course covers mid-level-priority topical areas relevant to special education law, special education or education policy, including *ESEA* of 1965.		The paper or course doesn't cover priority topical areas relevant to special education law, special education or education policy, including *ESEA* of 1965.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2B. The paper or course uses national databases suitable for analyses on children with disabilities.	The paper or course uses national databases and data sets that are well-suited for research on children with disabilities.		The paper or course uses national databases and data sets that are somewhat suitable for research on children with disabilities.		The paper or course does not use national databases and data sets that are appropriate for research on children with disabilities.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2C. The product or service contributes new information to the intended audience on the topic being addressed.	The information presented in the product or service is new or makes a contribution to the intended audience.		The product or service is somewhat limited in providing new information or in making a contribution to the intended audience.		The product or service does not provide much if any new information or does not make a contribution to the intended audience.	
Comments on rating, required for NA:						

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CONNECT

INDICATORS AND SCORING RUBRIC FOR THE

CENTER TO MOBILIZE EARLY CHILDHOOD KNOWLEDGE

(CFDA 84.325J)

</div>

Product: _____

Reviewer:_____   Date: _____

SUMMARY SHEET

Dimensions and Indicators	Rating
DIMENSION 1: PRODUCTS AND SERVICES DEEMED OF HIGH QUALITY: Synthesis rating (mean of 1A through 1H)	
Indicator 1A. The content of the product or service is based on rigorous and relevant evidence-based practices and on scientifically based research, when available.	
Indicator 1B. The product or service uses an approach to technical assistance or professional development that is appropriate for promoting the desired change in policy or practice.	
Indicator 1C. The product or service reflects current theory and research on adult learning, including motivation, reinforcement, retention, transference, and use of reflective practice.	
Indicator 1D. The product or service adequately addresses all of the research questions, hypotheses, or objectives presented.	
Indicator 1E. The product or service's findings are clearly supported by the data, or, for a concept or position paper or presentation, arguments or theories are backed up with valid research and sound reasoning.	
Indicator 1F. The analyses conducted are appropriate for the data used in the product or service.	
Indicator 1G. The product or service's data sources and instruments are appropriate for addressing the research questions, hypotheses, or objectives.	
Indicator 1H. The product or service is easy to read and/or understand, given the intended audience.	

DIMENSION 2: PRODUCTS DEEMED OF HIGH RELEVANCE/USEFULNESS TO EDUCATIONAL OR EARLY INTERVENTION POLICY OR PRACTICE: Synthesis rating (mean of 2A through 2F)	
Indicator 2A. The product or service addresses a high-priority need.	
Indicator 2B. The product or service takes into account local conditions in which it will be used.	
Indicator 2C. The product or service can be easily integrated into existing resources for preservice preparation.	
Indicator 2D. The product or service is accessible to all targeted groups.	
Indicator 2E. The product or service includes a provision for technical assistance, for example, phone support or on-line help.	
Indicator 2F. The product or service contributes new information to the intended audience on the topic being addressed.	
GENERAL COMMENTS	

CRITERIA FOR SCORING

Dimension 1: Products and Services Deemed of High Quality (*Check the number that best describes the quality of the product or service*)

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1A. The content of the product or service is based on rigorous and relevant evidence-based practices and on scientifically based research, when available.	In developing the product or service, the grantee consistently used relevant and rigorous research with appropriate designs, methods, measures, and analyses over research with less relevance or weaker designs.		In developing the product or service, the grantee sometimes used relevant and rigorous research with appropriate designs, methods, measures, and analyses over those with weaker designs.		In developing the product or service, the grantee rarely if ever used relevant and rigorous research with appropriate designs, methods, measures, or analyses.	
Comments on rating, required for NA:						

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5	**4**	**3**	**2**	**1**	**NA**
	☐	☐	☐	☐	☐	☐
1B. The product or service uses an approach to technical assistance or professional development that is appropriate for promoting the desired change in policy or practice.	The product or service uses an approach to technical assistance or professional development that is highly appropriate for promoting the desired change in policy or practice.		The product or service uses an approach to technical assistance or professional development that is moderately appropriate for promoting the desired change in policy or practice, but better approaches could have been used.		The product or service uses an approach to technical assistance or professional development that is not very appropriate for promoting the desired change in policy or practice.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1C. The product or service reflects current theory and research on adult learning, including motivation, reinforcement, retention, transference, and use of reflective practice.	The product or service accurately reflects all relevant components of adult learning theory, including motivation, reinforcement, retention, transference of content, and facilitation of reflective practice.		The product or service accurately reflects some but not all components of adult learning theory, including motivation, reinforcement, retention, transference of content, and facilitation of reflective practice.		The product or service reflects few if any components of adult learning theory.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1D. The product or service adequately addresses all of the research questions, hypotheses, or objectives presented.	All of the research questions, hypotheses, or objectives are adequately addressed.		Some but not all of the research questions, hypotheses, or objectives are adequately addressed.		Few if any of the research questions, hypotheses, or objectives are adequately addressed.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1E. The product or service's findings are clearly supported by the data, or, for a concept or position paper or presentation, arguments or theories are backed up with valid research and sound reasoning.	All of the findings are clearly supported by the data, or, for a concept or position paper, all arguments or theories are backed up with valid research and sound reasoning.		Some but not all of the findings are clearly supported by the data, or, for a concept or position paper, some but not all of the arguments or theories are backed up with valid research and sound reasoning.		Few if any of the findings are supported by the data, or, for a concept or position paper, few if any of the arguments or theories are backed up with valid research or sound reasoning.	

Comments on rating, required for NA:

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
1F. The analyses conducted are appropriate for the data used in the product or service.	The product or service uses the best appropriate analysis methods for the research questions, hypotheses, or objectives.		The analysis methods are reasonable, although better ones could be applied within the context.		The product or service uses few if any appropriate methods to analyze the data, or the analytic methods are not described.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1G. The product or service's data sources and instruments are appropriate for addressing the research questions, hypotheses, or objectives.	All of the instruments are valid and reliable for addressing the research questions, hypotheses, or objectives, and the data are collected using sound practices.		Some but not all of the instruments are valid and reliable; the validity and/or reliability of some instruments is in question; or there are some concerns with the soundness of the data collection.		The instruments have little if any validity or reliability for addressing the research questions, hypotheses, or objectives, and there are serious problems with data collection, or instrumentation was applicable to the product or service but was not addressed at all.	

Comments on rating, required for NA:

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
1H. The product or service is easy to read and understand, given the intended audience.	The product or service is well written throughout and can be easily understood by the intended audience.		Some but not all sections of the product or service are well written, and/or the information is too technical for the intended audience.		The product or service is poorly written throughout.	

Comments on rating, required for NA:

Dimension 2: Products Deemed of High Relevance/Usefulness to Educational or Early Intervention Policy or Practice (*Check the number that best describes the relevance/usefulness of the product or service*)

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2A. The product or service addresses a high-priority need.	The product or service addresses a critical need of preservice trainees, practicing personnel, or other OSEP grantees.		The product or service addresses a less critical need of preservice trainees, practicing personnel, or other OSEP grantees, or it focuses indirectly on a critical need.		The product or service does not address a need of preservice trainees, practicing personnel, or other OSEP grantees.	
Comments on rating, required for NA:						

Indicator	Very High Relevance/ Usefulness 5	High Relevance/ Usefulness 4	Moderate Relevance/ Usefulness 3	Low Relevance/ Usefulness 2	Very Low Relevance/ Usefulness 1	Not Applicable NA
2B. The product or service takes into account local conditions in which it will be used.	The product or service is designed to achieve its professional development aims under most or all local conditions.		The product or service is designed to achieve its professional development aims under some local conditions.		The product or service is not designed in a way that will allow it to achieve its professional development aims under most local conditions.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2C. The product or service can be easily integrated into existing resources for professional development.	The product or service is easy to integrate into existing curricula and experiential opportunities, professional development for practicing personnel, a new product or service, or existing products or services.		The product or service is somewhat challenging to integrate into existing curricula and experiential opportunities, professional development for practicing personnel, a new product or service, or existing products or services.		The product or service cannot be integrated into existing curricula and experiential opportunities, professional development for practicing personnel, a new product or service, or existing products or services without substantial modifications.	
Comments on rating, required for NA:						

Indicator	Very High Relevance/ Usefulness	High Relevance/ Usefulness	Moderate Relevance/ Usefulness	Low Relevance/ Usefulness	Very Low Relevance/ Usefulness	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
2D. The product or service is accessible to all targeted groups when needed.	The product or service is readily accessible to preservice students, OSEP grantees, and professionals in the field, when needed.		Although it may be available, the product or service is not easily accessible to preservice students, OSEP grantees, and professionals in the field, when needed.		The product or service is not accessible to preservice students, OSEP grantees, and professionals in the field.	
Comments on rating, required for NA:						

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2E. The product or service includes a provision for technical assistance, for example, phone support or on-line help.	Technical assistance is easily accessible to potential consumers, and is "user-friendly."		Technical assistance is moderately accessible to potential consumers or is only moderately "user-friendly."		Technical assistance is very difficult to access for potential consumers, or the technical assistance is difficult to use.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2F. The paper or presentation contributes new information to the intended audience on the topic being addressed.	The information presented in the paper or presentation is new or makes a contribution to the intended audience.		The paper or presentation is somewhat limited in providing new information or in making a contribution to the intended audience.		The paper or presentation does not provide much if any new information or does not make a contribution to the intended audience.	

Comments on rating, required for NA:

INDICATORS AND SCORING RUBRIC FOR THE

CENTER FOR IMPROVING TEACHER QUALITY

(CFDA 84.325M)

Product: _____

Reviewer:_____ Date: _____

SUMMARY SHEET

Dimensions and Indicators	Rating
DIMENSION 1: PRODUCTS AND SERVICES DEEMED OF HIGH QUALITY: Synthesis rating (mean of 1A through 1C)	
Indicator 1A. The content of the product or service is based on rigorous and relevant evidence-based practices and on scientifically based research, when available.	
Indicator 1B. The product or service uses an approach to technical assistance or professional development that is appropriate for promoting the desired change in policy or practice.	
Indicator 1C. The product or service is aligned with a sound model for building statewide systems of training and improved licensure and certification.	

DIMENSION 2: PRODUCTS DEEMED OF HIGH RELEVANCE/USEFULNESS TO EDUCATIONAL OR EARLY INTERVENTION POLICY OR PRACTICE: Synthesis rating (mean of 2A through 2E)	
Indicator 2A. The product or service addresses a high-priority need.	
Indicator 2B. The product or service is designed to engage or support a team of decision makers responsible for ensuring that regular and special educators are well prepared to promote learning for all students.	
Indicator 2C. The product or service is suitable for dissemination and/or use in other states or localities.	
Indicator 2D. The product or service can be reasonably expected to help improve preservice preparation, ongoing professional development, or accountability systems for teacher quality through changes in teacher preparation and/or certification and licensure.	
Indicator 2E. The product or service takes into account state environments in which it will be used.	
GENERAL COMMENTS	

CRITERIA FOR SCORING

Dimension 1: Products and Services Deemed of High Quality (*Check the number that best describes the quality of the product or service*)

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1A. The content of the product or service is based on rigorous and relevant evidence-based practices and on scientifically based research, when available.	In developing the product or service, the grantee consistently used relevant and rigorous research with appropriate designs, methods, measures, and analyses over research with less relevance or weaker designs.		In developing the product or service, the grantee sometimes used relevant and rigorous research with appropriate designs, methods, measures, and analyses over those with weaker designs.		In developing the product or service, the grantee rarely if ever used relevant and rigorous research with appropriate designs, methods, measures, or analyses.	
Comments on rating, required for NA:						

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1B. The product or service uses an approach to technical assistance or professional development that is appropriate for promoting the desired change in policy or practice.	The product or service uses an approach to technical assistance or professional development that is highly appropriate for promoting the desired change in policy or practice.		The product or service uses an approach to technical assistance or professional development that is moderately appropriate for promoting the desired change in policy or practice, but better approaches could have been used.		The product or service uses an approach to technical assistance or professional development that is not very appropriate for promoting the desired change in policy or practice.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1C. The product or service is aligned with a sound model for building statewide systems of training and improved licensure and certification.	The product or service is closely aligned with a sound model for building statewide systems of training and improved licensure and certification.		The product or service is loosely aligned with a sound model for building statewide systems of training and improved licensure and certification or is closely aligned with a model that is less sound.		The product or service is unaligned with a sound model for building statewide systems of training and improved licensure and certification or is aligned with a model that is unsound.	

Comments on rating, required for NA:

Dimension 2: Products Deemed of High Relevance/Usefulness to Educational or Early Intervention Policy or Practice (*Check the number that best describes the relevance/usefulness of the product or service*)

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2A. The product or service addresses a high-priority need.	The product or service addresses a critical need for technical assistance to improve teacher preparation and/or certification and licensure.		The product addresses a less critical need for technical assistance to improve teacher preparation and/or certification and licensure, or it focuses indirectly on a critical need.		The product or service does not address a need for technical assistance to improve teacher preparation and/or certification and licensure.	
Comments on rating, required for NA:						

Indicator	Very High Relevance/ Usefulness	High Relevance/ Usefulness	Moderate Relevance/ Usefulness	Low Relevance/ Usefulness	Very Low Relevance/ Usefulness	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
2B. The product or service is designed to engage or support a team of decision-makers responsible for ensuring that regular and special educators are well prepared to promote learning for all students. Decision-makers specified in the grant priority include elected officials, faculty at teacher training institutions, personnel directors, and others.	The product or service is clearly designed for a team of decision-makers responsible for ensuring that regular and special educators are well prepared to promote learning for all students.		The product or service may help a team of decision-makers responsible for ensuring that regular and special educators are well prepared to promote learning for all students, but is not designed with that specific purpose in mind.		It is likely that the product or service will not help a team of decision-makers responsible for ensuring that regular and special educators are well prepared to promote learning for all students.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2C. The product or service is suitable for dissemination and/or use in other states or localities.	The product or service is well-suited for dissemination and/or use in other states or localities.		The product or service is somewhat suited for dissemination and/or use in other states or localities.		The product or service is not suitable for dissemination or use in other states or localities.	
Comments on rating, required for NA:						

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2D. The product or service can be reasonably expected to help improve teacher preparation and/or certification and licensure either through preservice preparation, ongoing professional development, or revised accountability systems for teacher quality.	It is clear how the product or service will help improve teacher preparation and/or certification and licensure.		It is somewhat unclear how the product or service will help improve teacher preparation and/or certification and licensure.		It is completely unclear how the product or service will help improve teacher preparation and/or certification and licensure.	
Comments on rating, required for NA:						

Indicator	Very High Relevance/ Usefulness	High Relevance/ Usefulness	Moderate Relevance/ Usefulness	Low Relevance/ Usefulness	Very Low Relevance/ Usefulness	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
2E. The product or service takes into account state environments in which it will be used.	The product or service takes into account the variation in state environments under which it will be used.		The product or service recognizes the variation in state environments under which it will be used but does not take them into account fully.		The product or service does not recognize or take into account the variation in state environments under which it will be used.	
Comments on rating, required for NA:						

INDICATORS AND SCORING RUBRIC FOR THE

CENTER FOR EARLY CHILDHOOD EDUCATION/EARLY INTERVENTION PERSONNEL PREPARATION

(CFDA 84.325J)

Product: _____

Reviewer: _____   Date: _____

SUMMARY SHEET

Dimensions and Indicators	Rating
DIMENSION 1: CENTER QUALITY: Synthesis rating (mean of 1A through 1F)	
Indicator 1A. The content of the product or service is based on rigorous and relevant evidence-based practices and on scientifically based research, when available.	
Indicator 1B. The product or service adequately addresses all of the research questions, hypotheses, or objectives presented.	
Indicator 1C. The product or service's findings are clearly supported by the data, or, for a concept or position paper or presentation, arguments or theories are backed up with valid research and sound reasoning.	
Indicator 1D. The analyses conducted are appropriate for the data used in the paper or presentation.	
Indicator 1E. The product or service's data sources and instruments are appropriate for addressing the research questions, hypotheses, or objectives.	
Indicator 1F. The product or service is easy to read and understand, given the intended audience.	

DIMENSION 2: CENTER RELEVANCE/USEFULNESS: Synthesis rating (mean of 2A through 2D)	
Indicator 2A. The product or service addresses a high-priority need.	
Indicator 2B. The product or service enhances efforts to understand, develop, and/or implement EI/ECSE personnel development policies and practices.	
Indicator 2C. The product or service takes into account state and local conditions in which personnel preparation occurs.	
Indicator 2D. The product or service contributes new information to the intended audience on the topic being addressed.	
GENERAL COMMENTS	

CRITERIA FOR SCORING

Dimension 1: Center Quality (*Check the number that best describes the quality of the product or service*)

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1A. The content of the product or service is based on rigorous and relevant evidence-based practices and on scientifically based research, when available.	In developing the product or service, the grantee consistently used relevant and rigorous research with appropriate designs, methods, measures, and analyses over research with less relevance or weaker designs.		In developing the product or service, the grantee sometimes used relevant and rigorous research with appropriate designs, methods, measures, and analyses over those with weaker designs.		In developing the product or service, the grantee consistently did not use relevant and rigorous research with appropriate designs, methods, measures, or analyses.	
Comments on rating, required for NA:						

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
1B. The product or service adequately addresses all of the research questions, hypotheses, or objectives presented.	All of the research questions, hypotheses, or objectives are adequately addressed.		Some but not all of the research questions, hypotheses, or objectives are adequately addressed.		Few if any of the research questions, hypotheses, or objectives are adequately addressed.	

Comments on rating, required for NA:

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
1C. The product or service's findings are clearly supported by the data, or, for a concept or position paper or presentation, arguments or theories are backed up with valid research and sound reasoning.	All of the findings are clearly supported by the data, or, for a concept or position paper or presentation, arguments or theories are backed up with valid research and sound reasoning.		Some but not all of the findings are supported by the data, or, for a for a concept or position paper or presentation, some but not all of the arguments or theories are backed up with valid research and sound reasoning.		Few if any of the findings are supported by the data, or, for a for a concept or position paper or presentation, few if any of the arguments or theories are backed up with valid research and sound reasoning.	

Comments on rating, required for NA:

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
1D. The analyses conducted are appropriate for the data used in the product or service.	The product or service uses the best appropriate analysis methods for the research questions, hypotheses, or objectives.		The analysis methods are reasonable, although better ones could be applied within the context.		The product or service uses few if any appropriate methods to analyze the data, or the analytic methods are not described.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1E. The product or service's data sources and instruments are appropriate for addressing the research questions, hypotheses, or objectives.	All of the instruments are valid and reliable for addressing the research questions, hypotheses, or objectives, and the data are collected using sound practices.		Some but not all of the instruments are valid and reliable; the validity and/or reliability of some instruments is in question; or there are some concerns with the soundness of the data collection.		The instruments have little if any validity or reliability for addressing the research questions, hypotheses, or objectives, and there are serious problems with data collection, or instrumentation was applicable to the product or service but was not addressed at all.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1F. The product or service is easy to read and understand, given the intended audience.	The product or service is well written throughout and can be easily understood by the intended audience.		Some but not all sections of the product or service are well written, and/or the information is too technical for the intended audience.		The product or service is poorly written throughout.	
Comments on rating, required for NA:						

Dimension 2: Center Relevance/Usefulness (*Check the number that best describes the relevance/usefulness of the product or service*)

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2A. The product or service addresses a high-priority need.	The product or service addresses a critical need with regard to EI/ECSE personnel development.		The product or service addresses a less critical need with regard to EI/ECSE personnel development, or it focuses indirectly on a critical need.		The product or service does not address a need with regard to EI/ECSE personnel development.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2B. The product or service enhances efforts to understand, develop, and/or implement EI/ECSE personnel development policies and practices.	The product or service directly enhances understanding, development, and/or implementation of EI/ECSE personnel development policies and/or practices.		The product or service indirectly enhances understanding, development, and/or implementation of EI/ECSE personnel development policies and/or practices.		The product or service does not enhance understanding, development, and/or implementation of EI/ECSE personnel development policies or practices.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2C. The product or service takes into account state and local conditions in which personnel preparation occurs.	The product or service takes into account the state and local conditions under which personnel preparation occurs.		The product or service recognizes the state and local conditions under which personnel preparation occurs but does not take them into account fully.		The product or service does not recognize or take into account the state or local conditions under which personnel preparation occurs.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2D. The product or service contributes new information to the intended audience on the topic being addressed.	The information presented in the product or service is new or makes a contribution to the intended audience.		The product or service is somewhat limited in providing new information or in making a contribution to the intended audience.		The product or service does not provide any new information or does not make a contribution to the intended audience.	
Comments on rating, required for NA:						

IRIS-I

INDICATORS AND SCORING RUBRIC FOR THE

IDEA AND RESEARCH FOR INCLUSIVE SETTINGS CENTER FOR FACULTY ENHANCEMENT

(CFDA 84.325F)

Product: _____

Reviewer: _____   Date: _____

SUMMARY SHEET

Dimensions and Indicators	Rating
DIMENSION 1: PRODUCTS AND SERVICES DEEMED OF HIGH QUALITY: Synthesis rating (mean of 1A through 1D)	
Indicator 1A. The content of the product or service is based on rigorous and relevant evidence-based practices and on scientifically based research, when available.	
Indicator 1B. The product or service uses an approach to technical assistance or professional development that is appropriate for promoting the desired change in policy or practice.	
Indicator 1C. The product or service reflects current theory and research on adult learning, including motivation, reinforcement, retention, transference, and use of reflective practice.	
Indicator 1D. The product or service uses promising new strategies, or builds off existing ones, for supporting preservice preparation.	
DIMENSION 2: PRODUCTS DEEMED OF HIGH RELEVANCE/USEFULNESS TO POLICY OR PRACTICE: Synthesis rating (mean of 2A through 2F)	
Indicator 2A. The product or service addresses a high priority need for enhanced professional development.	
Indicator 2B. The product or service can be easily integrated into existing resources for preservice preparation.	
Indicator 2C. The product or service is accessible to all targeted groups.	

Indicator 2D.	The product or service incorporates state-of-the-art technology to enhance distribution.	
Indicator 2E.	The product or service takes into account local conditions in which it will be used.	
Indicator 2F.	The product or service includes a provision for technical assistance, for example, phone support or on-line help.	

GENERAL COMMENTS

CRITERIA FOR SCORING

Dimension 1: Products and Services Deemed of High Quality (*Check the number that best describes the quality of the product or service*)

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1A. The content of the product or service is based on rigorous and relevant evidence-based practices and on scientifically based research, when available.	In developing the product or service, the grantee consistently used relevant and rigorous research with appropriate designs, methods, measures, and analyses over research with less relevance or weaker designs.		In developing the product or service, the grantee sometimes used relevant and rigorous research with appropriate designs, methods, measures, and analyses over those with weaker designs.		In developing the product or service, the grantee rarely if ever used relevant and rigorous research with appropriate designs, methods, measures, or analyses.	
Comments on rating, required for NA:						

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
1B. The product or service uses an approach to technical assistance or professional development that is appropriate for promoting the desired change in policy or practice.	The product or service uses an approach to technical assistance or professional development that is highly appropriate for promoting the desired change in policy or practice.		The product or service uses an approach to technical assistance or professional development that is moderately appropriate for promoting the desired change in policy or practice, but better approaches could have been used.		The product or service uses an approach to technical assistance or professional development that is not very appropriate for promoting the desired change in policy or practice.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1C. The product or service reflects current theory and research on adult learning, including motivation, reinforcement, retention, transference, and use of reflective practice.	The product or service accurately reflects all relevant components of adult learning theory, including motivation, reinforcement, retention, transference of content, and facilitation of reflective practice.		The product or service accurately reflects some but not all components of adult learning theory, including motivation, reinforcement, retention, transference of content, and facilitation of reflective practice.		The product or service reflects few if any components of adult learning theory.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable/ NA ☐
1D. The product or service uses promising new strategies, or builds off existing ones, for supporting preservice preparation.	It is clear how the product or service is either a promising new strategy for supporting preservice preparation or one that builds substantially upon previous strategies.		The product or service is not a new strategy for supporting preservice preparation but it builds slightly upon previous strategies.		The product or service simply replicates an old strategy for supporting preservice preparation. It is not a promising new strategy nor does it build upon previous strategies.	

Comments on rating, required for NA:

Dimension 2: Products Deemed of High Relevance/Usefulness to Policy or Practice (*Check the number that best describes the relevance/usefulness of the product or service*)

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2A. The product or service addresses a high-priority need for enhanced professional development.	The product or service addresses a critical need of IHE faculty related to their efforts to provide training to school administrators, regular education teachers, school counselors, or school nurses.		The product or service addresses a less critical need of IHE faculty related to their efforts to provide training to school administrators, regular education teachers, school counselors, or school nurses; or it focuses indirectly on a critical need.		The product or service does not address a need of IHE faculty related to their efforts to provide training to school administrators, regular education teachers, school counselors, or school nurses.	
Comments on rating, required for NA:						

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2B. The product or service can be easily integrated into existing resources for preservice preparation.	The product or service can be easily integrated into existing curricula and experiential opportunities with only slight modifications to the new product or service or to existing ones.		The product or service is somewhat challenging to integrate into existing curricula and experiential opportunities and will require more than slight modifications to the new product or service or to existing ones.		The product or service cannot be integrated into existing curricula and experiential opportunities without substantial modifications to the new product or service or to existing ones.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2C. The product or service is accessible to all targeted groups.	The product or service is easy for IHE faculty to obtain and use, when needed.		Although it may be available, the product or service is not easy for IHE faculty to obtain or use, when needed.		Few if any IHE faculty can obtain or use the product or service when needed.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2D. The product or service incorporates state-of-the-art technology to enhance dissemination.	The product or service fully incorporates state-of-the-art technology to enhance dissemination and use.		The product or service incorporates some technology to enhance dissemination and use.		The product or service does not incorporate technology in a way that substantially enhances dissemination or use.	
Comments on rating, required for NA:						

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2E. The product or service takes into account local conditions in which it will be used.	The product or service takes into account the variation in local conditions under which it will be used.		The product or service recognizes the variation in local conditions under which it will be used but does not take them into account fully.		The product or service does not recognize or take into account the variation in local conditions under which it will be used.	
Comments on rating, required for NA:						

Indicator	Very High Relevance/ Usefulness 5	High Relevance/ Usefulness 4	Moderate Relevance/ Usefulness 3	Low Relevance/ Usefulness 2	Very Low Relevance/ Usefulness 1	Not Applicable NA
2F. The product or service includes a provision for technical assistance, for example, phone support or on-line help.	Technical assistance is easily accessible to potential consumers, and is "user-friendly."		Technical assistance is moderately accessible to potential consumers or is only moderately "user-friendly."		Technical assistance is very difficult to access for potential consumers or the technical assistance is difficult to use.	

Comments on rating, required for NA:

IRIS-II

INDICATORS AND SCORING RUBRIC FOR THE

IDEA AND RESEARCH FOR INCLUSIVE SETTINGS CENTER FOR TRAINING ENHANCEMENTS

(CFDA 84.325F)

Product: _____

Reviewer: _____   Date: _____

SUMMARY SHEET

Dimensions and Indicators	Rating
DIMENSION 1: PRODUCTS AND SERVICES DEEMED OF HIGH QUALITY: Synthesis rating (mean of 1A through 1D)	
Indicator 1A. The content of the product or service is based on rigorous and relevant evidence-based practices and on scientifically based research, when available.	
Indicator 1B. The product or service uses an approach to technical assistance or professional development that is appropriate for promoting the desired change in policy or practice.	
Indicator 1C. The product or service reflects current theory and research on adult learning, including motivation, reinforcement, retention, transference, and use of reflective practice.	
Indicator 1D. The product or service facilitates implementation of programs to close achievement gaps for students with disabilities and to promote their education in the least restrictive environment.	
DIMENSION 2: PRODUCTS DEEMED OF HIGH RELEVANCE/USEFULNESS TO POLICY OR PRACTICE: Synthesis rating (mean of 2A through 2E)	
Indicator 2A. The product or service addresses a high-priority need.	
Indicator 2B. The product or service can be easily integrated into existing resources for preservice preparation and professional development.	
Indicator 2C. The product or service is accessible to all targeted groups.	

Indicator 2D. The product or service includes a provision for technical assistance, for example, phone support or on-line help.	
Indicator 2E. The product or service takes into account local conditions in which it will be used.	

GENERAL COMMENTS

CRITERIA FOR SCORING

Dimension 1: Products and Services Deemed of High Quality (*Check the number that best describes the quality of the product or service*)

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1A. The content of the product or service is based on rigorous and relevant evidence-based practices and on scientifically based research, when available.	In developing the product or service, the grantee consistently used relevant and rigorous research with appropriate designs, methods, measures, and analyses over research with less relevance or weaker designs.		In developing the product or service, the grantee sometimes used relevant and rigorous research with appropriate designs, methods, measures, and analyses over those with weaker designs.		In developing the product or service, the grantee rarely if ever used relevant and rigorous research with appropriate designs, methods, measures, or analyses.	
Comments on rating, required for NA:						

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1B. The product or service uses an approach to technical assistance or professional development that is appropriate for promoting the desired change in policy or practice.	The product or service uses an approach to technical assistance or professional development that is highly appropriate for promoting the desired change in policy or practice.		The product or service uses an approach to technical assistance or professional development that is moderately appropriate for promoting the desired change in policy or practice, but better approaches could have been used.		The product or service uses an approach to technical assistance or professional development that is not very appropriate for promoting the desired change in policy or practice.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1C. The product or service reflects current theory and research on adult learning, including motivation, reinforcement, retention, transference, and use of reflective practice.	The product or service accurately reflects all relevant components of adult learning theory, including motivation, reinforcement, retention, transference of content, and use of reflective practice.		The product or service accurately reflects some but not all components of adult learning theory, including motivation, reinforcement, retention, transference of content, and use of reflective practice.		The product or service reflects few if any components of adult learning theory.	

Comments on rating, required for NA:

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5	**4**	**3**	**2**	**1**	**NA**
	☐	☐	☐	☐	☐	☐
1D. The product or service facilitates implementation of programs to close achievement gaps for students with disabilities and to promote their education in the least restrictive environment.	The product or service helps both prepare highly qualified teachers so that LEAs have the capacity to implement school improvement programs to close achievement gaps and goals of *NCLB* AND promote access to and greater participation and progress in the general education curriculum in the least restrictive environment.		The product or service helps either prepare highly qualified teachers so that LEAs have the capacity to implement school improvement programs to close achievement gaps and goals of *NCLB* OR promote access to and greater participation and progress in the general education curriculum in the least restrictive environment.		The product or service neither prepares highly qualified teachers so that LEAs have the capacity to implement school improvement programs to close achievement gaps and goals of *NCLB* nor promotes access to and greater participation and progress in the general education curriculum in the least restrictive environment.	

Comments on rating, required for NA:

Dimension 2: Products Deemed of High Relevance/Usefulness to Policy or Practice (*Check the number that best describes the relevance/usefulness of the product or service*)

Indicator	Very High Relevance/ Usefulness	High Relevance/ Usefulness	Moderate Relevance/ Usefulness	Low Relevance/ Usefulness	Very Low Relevance/ Usefulness	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
2A. The product or service addresses a high-priority need.	The product or service addresses a critical need of IHE faculty and professional development providers.		The product addresses a less critical need of IHE faculty and professional development providers, or it focuses indirectly on a critical need.		The product or service does not address a need of IHE faculty or professional development providers.	
Comments on rating, required for NA:						

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2B. The product or service can be easily integrated into existing resources for preservice preparation and professional development.	The product or service can be easily integrated into existing curricula and experiential opportunities with only slight modifications to the new product or service or to existing ones.		The product or service is somewhat challenging to integrate into existing curricula and experiential opportunities and will require more than slight modifications to the new product or service or to existing ones.		The product or service cannot be integrated into existing curricula and experiential opportunities without substantial modifications to the new product or services or to existing ones.	
Comments on rating, required for NA:						

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2C. The product or service is accessible to all targeted groups.	The product or service is easy for IHE faculty to obtain and use, when needed.		Although it may be available, the product or service is not easy for IHE faculty to obtain or use, when needed.		Few if any IHE faculty can obtain or use the product or service when needed.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2D. The product or service includes a provision for technical assistance.	Technical assistance is easily accessible to potential consumers and is "user-friendly."		Technical assistance is moderately accessible to potential consumers or is only moderately "user-friendly."		Technical assistance is very difficult to access for potential consumers, or the technical assistance is difficult to use.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2E. The product or service takes into account local conditions in which it will be used.	The product or service takes into account the local conditions under which it will be used.		The product or service recognizes the local conditions under which it will be used but does not take them into account fully.		The product or service does not recognize or take into account the local conditions under which it will be used.	
Comments on rating, required for NA:						

ITALD

INDICATORS AND SCORING RUBRIC FOR THE

INTERDISCIPLINARY TRAINING IN ANALYSIS OF LARGE-SCALE DATABASES

(CFDA 84.325L)

Product: _____

Reviewer: _____   Date: _____

SUMMARY SHEET

Dimensions and Indicators	Rating
DIMENSION 1: CENTER QUALITY: Synthesis rating (mean of 1A through 1G)	
Indicator 1A. The course or courses, enrichment activities, and/or experiential learning opportunities cover key content areas relevant to conducting large-scale analyses in special education.	
Indicator 1B. The faculty members or other individuals delivering course content were qualified for their assigned role.	
Indicator 1C. The product or service adequately addresses all of the research questions, hypotheses, or objectives presented.	
Indicator 1D. The product or service's findings are clearly supported by the data.	
Indicator 1E. The analyses conducted are appropriate for the data used in the product or service.	
Indicator 1F. The product or service's data sources and instruments are appropriate for addressing the research questions, hypotheses, or objectives.	
Indicator 1G. The product or service is easy to read and/or understand, given the intended audience.	

DIMENSION 2: CENTER RELEVANCE/USEFULNESS: Synthesis rating (mean of 2A through 2C)	
Indicator 2A. The paper or course focuses on topical areas relevant to special education policy or practice.	
Indicator 2B. The paper or course uses national databases suitable for analyses on children with disabilities.	
Indicator 2C. The product or service contributes new information to the intended audience on the topic being addressed.	
GENERAL COMMENTS	

CRITERIA FOR SCORING

Dimension 1: Center Quality, (*Check the number that best describes the quality of the product or service*)

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1A. The course or courses, enrichment activities, and/or experiential learning opportunities cover key content relevant to conducting large-scale analyses in special education.	The course or courses, enrichment activities, and/or experiential learning opportunities cover key content relevant to conducting large-scale analyses in special education.		The course or courses, enrichment activities, and/or experiential learning opportunities cover some content relevant to conducting large-scale analyses in special education but omit important content or include unnecessary content.		The course or courses, enrichment activities, and/or experiential learning opportunities cover little if any content relevant to conducting large-scale analyses in special education.	
Comments on rating, required for NA:						

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1B. The faculty members or other individuals delivering course content were qualified for their assigned role.	The faculty members or other individuals delivering course content were highly qualified for their assigned role.		The faculty members or other individuals delivering course content were moderately qualified for their assigned role.		The faculty members or other individuals delivering course content were poorly qualified for their assigned role.	
Comments on rating, required for NA:						

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1C. The product or service adequately addresses all of the research questions, hypotheses, or objectives presented.	All of the research questions, hypotheses, or objectives are adequately addressed.		Some but not all of the research questions, hypotheses, or objectives are adequately addressed.		Few if any of the research questions, hypotheses, or objectives are adequately addressed.	
Comments on rating, required for NA:						

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1D. The product or service's findings are clearly supported by the data.	All of the findings are clearly supported by the data.		Some but not all of the findings are supported by the data.		Few if any of the findings are supported by the data.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1E. The analyses conducted are appropriate for the data used in the. product or service.	The product or service uses the best and appropriate analysis methods for the research questions, hypotheses, or objectives.		The analysis methods are reasonable, although better ones could be applied within the context.		The product or service uses few if any appropriate methods to analyze the data or the analytic methods are not described.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1F. The product or service's data sources and instruments are appropriate for addressing the research questions, hypotheses, or objectives.	All of the instruments are valid and reliable for addressing the research questions, hypotheses, or objectives, and the data are collected using sound practices.		Some but not all of the instruments are valid and reliable; the validity and/or reliability of some instruments is in question; or there are some concerns with the soundness of the data collection.		The instruments have little if any validity or reliability for addressing the research questions, hypotheses, or objectives, and there are serious problems with data collection, or instrumentation was applicable to the paper or presentation but was not addressed at all.	

Comments on rating, required for NA:

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
1G. The product or service is easy to read and understand, given the intended audience.	The product or service is well written throughout and can be easily understood by the intended audience.		Some but not all sections of the product or service are well written, and/or the information is too technical for the intended audience.		The product or service is poorly written throughout.	

Comments on rating, required for NA:

Dimension 2: Center Relevance/Usefulness (*Check the number that best describes the relevance/usefulness of the product or service*)

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2A. The paper or course focuses on topical areas relevant to special education policy or practice.	The paper or course covers high-priority topical areas relevant to special education law, special education, or education policy, including *ESEA* of 1965 and *NCLB*.		The paper or course covers mid-level-priority topical areas relevant to special education law, special education, or education policy.		The paper or course doesn't cover priority topical areas relevant to special education law, special education, or education policy.	
Comments on rating, required for NA:						

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2B. The paper or course uses national databases suitable for analyses on children with disabilities.	The paper or course uses national databases and data sets that are well-suited for research on children with disabilities.		The paper or course uses national databases and data sets that are somewhat suitable for research on children with disabilities.		The paper or course does not use national databases and data sets that are appropriate for research on children with disabilities.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2C. The product or service contributes new information to the intended audience on the topic being addressed.	The information presented in the paper or presentation is new or makes a contribution to the intended audience.		The paper or presentation is somewhat limited in providing new information or in making a contribution to the intended audience.		The paper or presentation does not provide much if any new information or does not make a contribution to the intended audience.	

Comments on rating, required for NA:

NCIPP

INDICATORS AND SCORING RUBRIC FOR THE

NATIONAL CENTER TO INFORM POLICY AND PRACTICE IN SPECIAL EDUCATION PROFESSIONAL DEVELOPMENT

(CFDA 84.325Q)

Product: _____

Reviewer: _____   Date: _____

SUMMARY SHEET

Dimensions and Indicators	Rating
DIMENSION 1: PRODUCTS AND SERVICES DEEMED OF HIGH QUALITY: Synthesis rating (mean of 1A through 1F)	
Indicator 1A. The content of the product or service is based on rigorous and relevant evidence-based practices and on scientifically based research, when available.	
Indicator 1B. The product or service adequately addresses all of the research questions, hypotheses, or objectives presented.	
Indicator 1C. The product or service's findings are clearly supported by the data or, for a concept or position paper or presentation, arguments or theories are backed up with valid research and sound reasoning.	
Indicator 1D. The analyses conducted are appropriate for the data used in the product or service.	
Indicator 1E. The product or service's data sources and instruments are appropriate for addressing the research questions, hypotheses, or objectives.	
Indicator 1F. The product or service is easy to read and/or understand, given the intended audience.	
DIMENSION 2: PRODUCTS DEEMED OF HIGH RELEVANCE/USEFULNESS TO POLICY OR PRACTICE: Synthesis rating (mean of 2A through 2D)	
Indicator 2A. The product or service addresses a high-priority need.	
Indicator 2B. The product or service enhances efforts to understand, develop, and/or implement induction and mentoring policies and practices.	

Indicator 2C.	The product or service takes into account local conditions in which induction and mentoring occur.	
Indicator 2D.	The product or service contributes new information to the intended audience on the topic being addressed.	

GENERAL COMMENTS

Indicator 2C.	The product or service takes into account local conditions in which induction and mentoring occur.	
Indicator 2D.	The product or service contributes new information to the intended audience on the topic being addressed.	

GENERAL COMMENTS

CRITERIA FOR SCORING

Dimension 1: Products and Services Deemed of High Quality (*Check the number that best describes the quality of the product or service*)

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1A. The content of the product or service is based on rigorous and relevant evidence-based practices and on scientifically based research, when available.	In developing the product or service, the grantee consistently used relevant and rigorous research with appropriate designs, methods, measures, and analyses over research with less relevance or weaker designs.		In developing the product or service, the grantee sometimes used relevant and rigorous research with appropriate designs, methods, measures, and analyses over those with weaker designs.		In developing the product or service, the grantee rarely if ever used relevant and rigorous research with appropriate designs, methods, measures, or analyses.	
Comments on rating, required for NA:						

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1B. The product or service adequately addresses all of the research questions, hypotheses, or objectives presented.	All of the research questions, hypotheses, or objectives are adequately addressed.		Some but not all of the research questions, hypotheses, or objectives are adequately addressed.		Few if any of the research questions, hypotheses, or objectives are adequately addressed.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1C. The product or service's findings are clearly supported by the data, or, for a concept or position paper, arguments or theories are backed up with valid research and sound reasoning.	All of the findings are clearly supported by the data, or, for a concept or position paper, all arguments or theories are backed up with valid research and sound reasoning.		Some but not all of the findings are clearly supported by the data, or, for a concept or position paper, some but not all of the arguments or theories are backed up with valid research and sound reasoning.		Few if any of the findings are supported by the data, or, for a concept or position paper, few if any of the arguments or theories are backed up with valid research or sound reasoning.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1D. The analyses conducted are appropriate for the data used in the product or service.	The product or service uses the best appropriate analysis methods for the research questions, hypotheses, or objectives.		The analysis methods are reasonable, although better ones could be applied within the context.		The product or service uses few if any appropriate methods to analyze the data, or the analytic methods are not described.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1E. The product or service's data sources and instruments are appropriate for addressing the research questions, hypotheses, or objectives.	All of the instruments are valid and reliable for addressing the research questions, hypotheses, or objectives, and the data are collected using sound practices.		Some but not all of the instruments are valid and reliable; the validity and/or reliability of some instruments is in question; or there are some concerns with the soundness of the data collection.		The instruments have little if any validity or reliability for addressing the research questions, hypotheses, or objectives, and there are serious problems with data collection, or instrumentation was applicable to the product or service but was not addressed at all.	

Comments on rating, required for NA:

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
1F. The product or service is easy to read and understand, given the intended audience.	The product or service is well written throughout and can be easily understood by the intended audience.		Some but not all sections of the product or service are well written, and/or the information is too technical for the intended audience.		The product or service is poorly written throughout.	

Comments on rating, required for NA:

Dimension 2: Products Deemed of High Relevance to Policy or Practice (*Check the number that best describes the relevance/usefulness of the product or service*)

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2A. The product or service addresses a high-priority need.	The product or service addresses a critical need with regard to induction and mentoring.		The product or service addresses a less critical need with regard to induction and mentoring, or it focuses indirectly on a critical need.		The product or service does not address a need with regard to induction and mentoring.	
Comments on rating, required for NA:						

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2B. The product or service enhances efforts to understand, develop, and/or implement induction and mentoring policies and practices.	The product or service directly enhances understanding, development, and/or implementation of induction or mentoring policies and/or practices.		The product or service indirectly enhances understanding, development, and/or implementation of induction or mentoring policies and/or practices.		The product or service does not enhance understanding, development, and/or implementation of induction or mentoring policies or practices.	
Comments on rating, required for NA:						

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2C. The product or service takes into account local conditions in which induction and mentoring occur.	The product or service takes into account the variation in local conditions under which induction and mentoring occur.		The product or service recognizes the variation in local conditions under which induction and mentoring occur but does not take them into account fully.		The product or service does not recognize or take into account the variation in local conditions under which induction and mentoring occur.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2D. The product or service contributes new information to the intended audience on the topic being addressed.	The information presented in the product or service is new or makes a contribution to the intended audience.		The product or service is somewhat limited in providing new information or in making a contribution to the intended audience.		The product or service does not provide much if any new information or does not make a contribution to the intended audience.	

Comments on rating, required for NA:

NCLVI

INDICATORS AND SCORING RUBRIC FOR THE

NATIONAL CENTER FOR LEADERSHIP IN VISUAL IMPAIRMENT
(CFDA 84.325U)

Product: _____

Reviewer: _____   Date: _____

SUMMARY SHEET

Dimensions and Indicators	Rating
DIMENSION 1: PRODUCTS AND SERVICES DEEMED OF HIGH QUALITY: Synthesis rating (mean of 1A through 1G)	
Indicator 1A. The course or courses, enrichment activities, and/or experiential learning opportunities cover key content relevant to working with students with visual impairments.	
Indicator 1B. The faculty members or other individuals delivering course content were qualified for their assigned role.	
Indicator 1C. The product or service adequately addresses all of the research questions, hypotheses, or objectives presented.	
Indicator 1D. The product or service's findings are clearly supported by the data or, for a concept or position paper or presentation, arguments or theories are backed up with valid research and sound reasoning.	
Indicator 1E. The analyses conducted are appropriate for the data used in the product or service.	
Indicator 1F. The product or service's data sources and instruments are appropriate for addressing the research questions, hypotheses, or objectives.	
Indicator 1G. The product or service is easy to read and/or understand, given the intended audience.	
DIMENSION 2: PRODUCTS DEEMED OF HIGH RELEVANCE/USEFULNESS TO POLICY OR PRACTICE: Synthesis rating (mean of 2A through 2C)	
Indicator 2A. The product or service focuses on topical areas relevant to students with visual impairments.	

Indicator 2B.	The product or service contributes new information to the intended audience on the topic being addressed.	
Indicator 2C.	The product or service addresses a high-priority need.	
GENERAL COMMENTS		

CRITERIA FOR SCORING

Dimension 1: Products and Services Deemed of High Quality (*Check the number that best describes the quality of the product or service*)

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1A. The course or courses cover key content, enrichment activities, and/or experiential learning opportunities relevant to working with students with visual impairments.	The course or courses, enrichment activities, and/or experiential learning opportunities cover key content relevant to working with students with visual impairments.		The course or courses, enrichment activities, and/or experiential learning opportunities cover some content relevant to working with students with visual impairments but omit important content or include unnecessary content.		The course or courses, enrichment activities, and/or experiential learning opportunities cover little if any content relevant to working with students with visual impairments.	
Comments on rating, required for NA:						

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1B. The faculty members or other individuals delivering course content were qualified for their assigned role.	The faculty members or other individuals delivering course content were highly qualified for their assigned role.		The faculty members or other individuals delivering course content were moderately qualified for their assigned role.		The faculty members or other individuals delivering course content were poorly qualified for their assigned role.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1C. The product or service adequately addresses all of the research questions, hypotheses, or objectives presented.	All of the research questions, hypotheses, or objectives are adequately addressed.		Some but not all of the research questions, hypotheses, or objectives are adequately addressed.		Few if any of the research questions, hypotheses, or objectives are adequately addressed.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1D. The product or service's findings are clearly supported by the data, or, for a concept or position paper or presentation, arguments or theories are backed up with valid research and sound reasoning.	All of the findings are clearly supported by the data, or, for a concept or position paper or presentation, arguments or theories are backed up with valid research and sound reasoning.		Some but not all of the findings are supported by the data, or, for a concept or position paper or presentation, some but not all arguments or theories are backed up with valid research and sound reasoning.		Few if any of the findings are supported by the data, or, for a concept or position paper or presentation, few if any arguments or theories are backed up with valid research and sound reasoning.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1E. The analyses conducted are appropriate for the data used in the product or service.	The product or service uses the best and appropriate analysis methods for the research questions, hypotheses, or objectives.		The analysis methods are reasonable, although better ones could be applied within the context.		The product or service uses few if any appropriate methods to analyze the data; or the analytic methods are not described.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1F. The product or service's data sources and instruments are appropriate for addressing the research questions, hypotheses, or objectives.	All of the instruments are valid and reliable for addressing the research questions, hypotheses, or objectives, and the data are collected using sound practices.		Some but not all of the instruments are valid and reliable; the validity and/or reliability of some instruments is in question; or there are some concerns with the soundness of the data collection.		The instruments have little if any validity or reliability for addressing the research questions, hypotheses, or objectives, and there are serious problems with data collection, or instrumentation was applicable to the product or service but was not addressed at all.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1G. The product or service is easy to read and understand, given the intended audience.	The product or service is well written throughout and can be easily understood by the intended audience.		Some but not all sections of the product or service are well written, and/or the information is too technical for the intended audience.		The product or service is poorly written throughout.	

Comments on rating, required for NA:

Dimension 2: Products Deemed of High Relevance/Usefulness to Policy or Practice (*Check the number that best describes the relevance/usefulness of the product or service*)

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2A. The product or service focuses on topical areas in special education policy or practice relevant to students with visual impairments.	The product or service covers high-priority topical areas in special education law, special education, or education policy relevant to students with visual impairments.		The product or service covers mid-level- priority topical areas in special education law, special education, or education policy relevant to students with visual impairments.		The product or service doesn't cover priority topical areas in special education law, special education, or education policy relevant to students with visual impairments.	
Comments on rating, required for NA:						

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2B. The product or service contributes new information to the intended audience on the topic being addressed.	The information presented in the product or service is new or makes a contribution to the intended audience.		The product or service is somewhat limited in providing new information or in making a contribution to the intended audience.		The product or service does not provide much if any new information or does not make a contribution to the intended audience.	
Comments on rating, required for NA:						

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2C. The product or service addresses a high-priority need.	The product or service addresses a critical need with regard to services for students with visual impairments.		The product or service addresses a less critical need with regard to services for students with visual impairments.		The product or service does not address a need with regard to services for students with visual impairments.	
Comments on rating, required for NA:						

NIUSI-PLAN LEADSCAPE

INDICATORS AND SCORING RUBRIC FOR THE

NATIONAL INSTITUTE FOR URBAN SCHOOL IMPROVEMENT PRINCIPAL LEADERSHIP ACADEMIES INITIATIVE

(CFDA 84.325P)

Product: _____

Reviewer: _____   Date: _____

SUMMARY SHEET

Dimensions and Indicators	Rating
DIMENSION 1: PRODUCTS AND SERVICES DEEMED OF HIGH QUALITY: Synthesis rating (mean of 1A through 1I)	
Indicator 1A. The content of the product or service is based on rigorous and relevant evidence-based practices and on scientifically based research, when available.	
Indicator 1B. The product or service uses an approach to technical assistance or professional development that is appropriate for promoting the desired change in policy or practice.	
Indicator 1C. The product or service assists school principals in the development and implementation of school improvement strategies with regard to 1) access to and 2) participation and progress in the general education curriculum in the least restrictive environment (LRE) for students with disabilities.	
Indicator 1D. The product or service assists school principals in continuous improvement and sustainability of school improvement strategies with regard to 1) access to and 2) participation and progress in the general education curriculum in the least restrictive environment (LRE) for students with disabilities.	
Indicator 1E. The product or service adequately addresses all of the research questions, hypotheses, or objectives presented.	
Indicator 1F. The product or service's findings are clearly supported by the data, or, for a concept or position paper or presentation, arguments or theories are backed up with valid research and sound reasoning.	
Indicator 1G. The analyses conducted are appropriate for the data used in the product or service.	

Indicator 1H. The product or service's data sources and instruments are appropriate for addressing the research questions, hypotheses, or objectives.	
Indicator 1I. The product or service is easy to read and/or understand, given the intended audience.	
DIMENSION 2: PRODUCTS DEEMED OF HIGH RELEVANCE/USEFULNESS TO POLICY OR PRACTICE: Synthesis rating (mean of 2A through 2D)	
Indicator 2A. The product or service builds the capacity of principals to use evidence-based school improvement practices.	
Indicator 2B. The product or service supports the scaling-up of school improvement strategies that foster 1) access to and 2) participation and progress in the general education curriculum in the LRE for students with disabilities.	
Indicator 2C. The product or service takes into account the state and local conditions in which school improvement must occur.	
Indicator 2D. The product or service contributes new information to the intended audience on the topic being addressed.	
GENERAL COMMENTS	

CRITERIA FOR SCORING

Dimension 1: Products and Services Deemed of High Quality (*Check the number that best describes the quality of the product or service*)

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1A. The content of the product or service is based on rigorous and relevant evidence-based practices and on scientifically based research, when available.	In developing the product or service, the grantee consistently used relevant and rigorous research with appropriate designs, methods, measures, and analyses over research with less relevance or weaker designs.		In developing the product or service, the grantee sometimes used relevant and rigorous research with appropriate designs, methods, measures, and analyses over those with weaker designs.		In developing the product or service, the grantee rarely if ever used relevant and rigorous research with appropriate designs, methods, measures, or analyses.	
Comments on rating, required for NA:						

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
1B. The product or service uses an approach to technical assistance or professional development that is appropriate for promoting the desired change in policy or practice.	The product or service uses an approach to technical assistance or professional development that is highly appropriate for promoting the desired change in policy or practice.		The product or service uses an approach to technical assistance or professional development that is moderately appropriate for promoting the desired change in policy or practice, but better approaches could have been used.		The product or service uses an approach to technical assistance or professional development that is not very appropriate for promoting the desired change in policy or practice.	

Comments on rating, required for NA:

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5 ☐	**4** ☐	**3** ☐	**2** ☐	**1** ☐	**NA** ☐
1C. The product or service assists school principals in the development and implementation of school improvement strategies with regard to 1) access to and 2) participation and progress in the general education curriculum in the LRE for students with disabilities.	The product or service provides much assistance to school principals in the development AND implementation of school improvement strategies with regard to 1) access to and 2) participation and progress in the general education curriculum in the LRE for students with disabilities.		The product or service provides some assistance to school principals in the development AND implementation of school improvement strategies with regard to 1) access to and 2) participation and progress in the general education curriculum in the LRE for students with disabilities.		The product or service provides little assistance to school principals in EITHER the development OR implementation of school improvement strategies with regard to 1) access to and 2) participation and progress in the general education curriculum in the LRE for students with disabilities.	
Comments on rating, required for NA:						

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1D. The product or service assists school principals in continuous improvement and sustainability of school improvement strategies with regard to 1) access to and 2) participation and progress in the general education curriculum in the LRE for students with disabilities.	The product or service provides much assistance to school principals in the continuous improvement and sustainability of school improvement strategies with regard to 1) access to and 2) participation and progress in the general education curriculum in the LRE for students with disabilities.		The product or service provides some assistance to school principals in the continuous improvement and sustainability of school improvement strategies with regard to 1) access to and 2) participation and progress in the general education curriculum in the LRE for students with disabilities.		The product or service provides little assistance to school principals in the continuous improvement and sustainability of school improvement strategies with regard to 1) access to and 2) participation and progress in the general education curriculum in the LRE for students with disabilities.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1E. The product or service adequately addresses all of the research questions, hypotheses, or objectives presented.	All of the research questions, hypotheses, or objectives are adequately addressed.		Some but not all of the research questions, hypotheses, or objectives are adequately addressed.		Few if any of the research questions, hypotheses, or objectives are adequately addressed.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1F. The product or service's findings are clearly supported by the data or, for a concept or position paper or presentation, arguments or theories are backed up with valid research and sound reasoning.	All of the findings are clearly supported by the data or, for a concept or position paper, all arguments or theories are backed up with valid research and sound reasoning.		Some but not all of the findings are clearly supported by the data, or, for a concept or position paper, some but not all of the arguments or theories are backed up with valid research and sound reasoning.		Few if any of the findings are supported by the data, or, for a concept or position paper, few if any of the arguments or theories are backed up with valid research or sound reasoning.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1G. The analyses conducted are appropriate for the data used in the product or service.	The product or service uses the best appropriate analysis methods for the research questions, hypotheses, or objectives.		The analysis methods are reasonable, although better ones could be applied within the context.		The product or service uses few if any appropriate methods to analyze the data or the analytic methods are not described.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1H. The product or service's data sources and instruments are appropriate for addressing the research questions, hypotheses, or objectives.	All of the instruments are valid and reliable for addressing the research questions, hypotheses, or objectives, and the data are collected using sound practices.		Some but not all of the instruments are valid and reliable; the validity and/or reliability of some instruments is in question; or there are some concerns with the soundness of the data collection.		The instruments have little if any validity or reliability for addressing the research questions, hypotheses, or objectives, and there are serious problems with data collection, or instrumentation was applicable to the paper or presentation but was not addressed at all.	

Comments on rating, required for NA:

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
1I. The product or service is easy to read and understand, given the intended audience.	The product or service is well written throughout and can be easily understood by the intended audience.		Some but not all sections of the product or service are well written, and/or the information is too technical for the intended audience.		The product or service is poorly written throughout.	
Comments on rating, required for NA:						

Dimension 2: Products Deemed of High Relevance/Usefulness to Policy or Practice (*Check the number that best describes the relevance/usefulness of the product or service*)

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2A. The product or service builds the capacity of principals to use evidence-based school improvement practices.	The product or service provides extensive assistance to principals in using evidence-based school-improvement practices.		The product or service provides some assistance to principals in using evidence-based school-improvement practices but is not designed with that specific purpose in mind.		It is not clear how the product or service will help principals to use evidence-based school-improvement practices.	
Comments on rating, required for NA:						

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2B. The product or service supports the scaling-up of school improvement strategies that foster 1) access to and 2) participation and progress in the general education curriculum in the LRE for students with disabilities.	The product or service supports the scaling-up of school improvement strategies that foster 1) access to and 2) participation and progress in the general education curriculum in the LRE for students with disabilities.		The product or service supports school improvement strategies that foster 1) access to and 2) participation and progress in the general education curriculum in the LRE for students with disabilities BUT it would be moderately difficult to scale up such a service or support.		The product or service supports school improvement strategies that foster 1) access to and 2) participation and progress in the general education curriculum in the LRE for students with disabilities BUT would be VERY difficult to scale up such a service or support.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness	High Relevance/ Usefulness	Moderate Relevance/ Usefulness	Low Relevance/ Usefulness	Very Low Relevance/ Usefulness	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
2C. The product or service takes into account the state and local conditions in which school improvement must occur.	The product or service takes into account the variation in local conditions under which school improvement must occur.		The product or service recognizes the variation in local conditions under which school improvement must occur but does not take them into account fully.		The product or service does not recognize or take into account the variation in local conditions under which school improvement must occur.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness	High Relevance/ Usefulness	Moderate Relevance/ Usefulness	Low Relevance/ Usefulness	Very Low Relevance/ Usefulness	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
2D. The product or service contributes new information to the intended audience on the topic being addressed.	The information presented in the product or service is new or makes a contribution to the intended audience.		The product or service is somewhat limited in providing new information or in making a contribution to the intended audience.		The product or service does not provide much if any new information or does not make a contribution to the intended audience.	

Comments on rating, required for NA:

INDICATORS AND SCORING RUBRIC FOR THE

NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON INCLUSION

(CFDA 84.325S)

Product: _____

Reviewer:_____   Date: _____

SUMMARY SHEET

Dimensions and Indicators	Rating
DIMENSION 1: PRODUCTS AND SERVICES DEEMED OF HIGH QUALITY: **Synthesis rating (mean of 1A through 1H)**	
Indicator 1A. The content of the product or service is based on rigorous and relevant evidence-based practices and on scientifically based research, when available.	
Indicator 1B. The product or service uses an approach to technical assistance or professional development that is appropriate for promoting the desired change in policy or practice.	
Indicator 1C. The product or service reflects current theory and research on adult learning, including motivation, reinforcement, retention, transference, and use of reflective practice.	
Indicator 1D. The product or service adequately addresses all of the research questions, hypotheses, or objectives presented.	
Indicator 1E. The product or service's findings are clearly supported by the data, or, for a concept or position paper or presentation, arguments or theories are backed up with valid research and sound reasoning.	
Indicator 1F. The analyses conducted are appropriate for the data used in the paper or presentation.	
Indicator 1G. The product or service's data sources, instruments, or information gathering processes are appropriate for addressing the research questions, hypotheses, or objectives.	
Indicator 1H. The product or service is easy to read and/or understand, given the intended audience.	

DIMENSION 2: PRODUCTS DEEMED OF HIGH RELEVANCE/USEFULNESS TO POLICY OR PRACTICE: Synthesis rating (mean of 2A through 2F)	
Indicator 2A. The product or service addresses an identified need with regard to inclusion in the preschool setting.	
Indicator 2B. The product or service helps recipients to meet state personnel standards or other requirements in state law or regulation for serving children with disabilities or infants and toddlers with disabilities.	
Indicator 2C. The product or service takes into account the local conditions in which preschool inclusion occurs.	
Indicator 2D. The product or service is suitable for dissemination to a wide variety of audiences.	
Indicator 2E. The product or service will assist early childhood technical assistance providers in developing training materials.	
Indicator 2F. The paper or presentation contributes new information on the topic being addressed.	
GENERAL COMMENTS	

CRITERIA FOR SCORING

Dimension 1: Products and Services Deemed of High Quality (*Check the number that best describes the quality of the product or service*)

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1A. The content of the product or service is based on rigorous and relevant evidence-based practices and on scientifically based research, when available.	In developing the product or service, the grantee consistently used relevant and rigorous research with appropriate designs, methods, measures, and analyses over research with less relevance or weaker designs.		In developing the product or service, the grantee sometimes used relevant and rigorous research with appropriate designs, methods, measures, and analyses over those with weaker designs.		In developing the product or service, the grantee rarely if ever used relevant and rigorous research with appropriate designs, methods, measures, or analyses.	
Comments on rating, required for NA:						

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
1B. The product or service uses an approach to technical assistance or professional development that is appropriate for promoting the desired change in policy or practice.	The product or service uses an approach to technical assistance or professional development that is highly appropriate for promoting the desired change in policy or practice.		The product or service uses an approach to technical assistance or professional development that is moderately appropriate for promoting the desired change in policy or practice, but better approaches could have been used.		The product or service uses an approach to technical assistance or professional development that is not very appropriate for promoting the desired change in policy or practice.	

Comments on rating, required for NA:

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
1C. The product or service reflects current theory and research on adult learning, including motivation, reinforcement, retention, transference, and use of reflective practice.	The product or service accurately reflects all relevant components of adult learning theory, including motivation, reinforcement, retention, transference of content, and facilitation of reflective practice.		The product or service accurately reflects some but not all components of adult learning theory, including motivation, reinforcement, retention, transference of content, and facilitation of reflective practice.		The product or service reflects few if any components of adult learning theory.	

Comments on rating, required for NA:

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
1D. The product or service adequately addresses all of the research questions, hypotheses, or objectives presented.	All of the research questions, hypotheses, or objectives are adequately addressed.		Some but not all of the research questions, hypotheses, or objectives are adequately addressed.		Few if any of the research questions, hypotheses, or objectives are adequately addressed.	

Comments on rating, required for NA:

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
1E. The product or service's findings are clearly supported by the data or, for a concept or position paper or presentation, arguments or theories are backed up with valid research and sound reasoning.	All of the findings are clearly supported by the data, or, for a concept or position paper, all arguments or theories are backed up with valid research and sound reasoning.		Some but not all of the findings are clearly supported by the data, or, for a concept or position paper, some but not all of the arguments or theories are backed up with valid research and sound reasoning.		Few if any of the findings are supported by the data, or, for a concept or position paper, few if any of the arguments or theories are backed up with valid research or sound reasoning.	

Comments on rating, required for NA:

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
1F. The analyses conducted are appropriate for the data used in the product or service.	The product or service uses the best appropriate analysis methods for the research questions, hypotheses, or objectives.		The analysis methods are reasonable, although better ones could be applied within the context.		The product or service uses few if any appropriate methods to analyze the data, or the analytic methods are not described.	

Comments on rating, required for NA:

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality	Not Applicable
	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	NA ☐
1G. The product or service's data sources and instruments are appropriate for addressing the research questions, hypotheses, or objectives.	All of the instruments are valid and reliable for addressing the research questions, hypotheses, or objectives, and the data are collected using sound practices.		Some but not all of the instruments are valid and reliable; the validity and/or reliability of some instruments is in question; or there are some concerns with the soundness of the data collection.		The instruments have little if any validity or reliability for addressing the research questions, hypotheses, or objectives, and there are serious problems with data collection, or instrumentation was applicable to the paper or presentation but was not addressed at all.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1H. The paper or presentation is easy to read and understand, given the intended audience.	The product or service is well written throughout and can be easily understood by the intended audience.		Some but not all sections of the product or service are well written, and/or the information is too technical for the intended audience.		The product or service is poorly written throughout.	

Comments on rating, required for NA:

Dimension 2: Products Deemed of High Relevance to Policy or Practice (*Check the number that best describes the relevance/usefulness of the product or service*)

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2A. The product or service addresses an identified need with regard to inclusion in the preschool setting.	The product or service addresses critical personnel development needs or an important gap or weakness in services, infrastructure, or opportunities.		The product or service addresses secondary personnel development needs or a less important gap or weakness in services, infrastructure, or opportunities.		The product or service does not address critical or secondary personnel development needs or gaps or weakness in services, infrastructure, or opportunities.	
Comments on rating, required for NA:						

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2B. The product or service helps recipients to meet state personnel standards or other requirements in state law or regulation for serving children with disabilities or infants and toddlers with disabilities.	The product or service directly helps recipients to meet state personnel standards or other requirements in state law or regulation for serving children with disabilities, and the connections between the preparation/ training and state standards are explicit.		The product or service indirectly helps recipients to meet state personnel standards or other requirements in state law or regulation for serving children with disabilities, but the connections between the preparation/ training and state standards are not explicit.		The product or service does not help recipients to meet any state personnel standards or other requirements in state law or regulation for serving children with disabilities.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2C. The product or service takes into account the local conditions in which preschool inclusion occurs.	The product or service takes into account the local conditions under which preschool inclusion occurs.		The product or service recognizes the local conditions under which preschool inclusion occurs, but does not take them into account fully.		The product or service does not recognize or take into account the local conditions under which preschool inclusion occurs.	
Comments on rating, required for NA:						

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2D. The product or service is suitable for dissemination to a wide variety of audiences.	The product or service is suitable for dissemination to a wide variety of audiences.		The product or service is suitable for dissemina-tion to some but not a wide variety of audiences.		The product or service is not suitable for dissemina-tion at all or is only suitable for dissemina-tion to one narrowly defined audience.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2E. The product or service will assist early childhood technical assistance providers in developing training materials.	The product or service will provide direct, extensive assistance to early childhood technical assistance providers in developing training materials.		The product or service will provide indirect assistance or limited direct assistance to early childhood technical assistance providers in developing training materials.		The product or service will not assist early childhood technical assistance providers in developing training materials.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2F. The product or service contributes new information on the topic being addressed.	The information presented in the product or service is new or makes a contribution to the intended audience.		The product or service is somewhat limited in providing new information or in making a contribution to the intended audience.		The product or service does not provide much if any new information or does not make a contribution to the intended audience.	

Comments on rating, required for NA:

PDA

INDICATORS AND SCORING RUBRIC FOR THE

PROFESSIONAL DEVELOPMENT IN AUTISM CENTER

(CFDA 84.325G)

Product: _____

Reviewer: _____   Date: _____

SUMMARY SHEET

Dimensions and Indicators	Rating
DIMENSION 1: PRODUCTS AND SERVICES DEEMED OF HIGH QUALITY: Synthesis rating (mean of 1A through 1G)	
Indicator 1A. The content of the product or service is based on rigorous and relevant evidence-based practices and on scientifically based research, when available.	
Indicator 1B. The product or service reflects current theory and research on adult learning, including motivation, reinforcement, retention, transference, and use of reflective practice.	
Indicator 1C. The product or service adequately addresses all of the research questions, hypotheses, or objectives presented.	
Indicator 1D. The product or service's data sources and instruments are appropriate for addressing the research questions, hypotheses, or objectives.	
Indicator 1E. The analyses conducted are appropriate for the data used in the product or service.	
Indicator 1F. The product or service's findings are clearly supported by the data, or, for a concept or position paper or presentation, arguments or theories are backed up with valid research and sound reasoning.	
Indicator 1G. The product or service is easy to read and/or understand, given the intended audience.	
DIMENSION 2: PRODUCTS DEEMED OF HIGH RELEVANCE/USEFULNESS TO POLICY OR PRACTICE: Synthesis rating (mean of 2A through 2F)	
Indicator 2A. The product or service addresses a high-priority need.	

Indicator 2B.	The product or service provides opportunities for trainees to see and engage in the identified methods and practices in authentic settings.	
Indicator 2C.	The product or service is accessible to all targeted groups.	
Indicator 2D.	The product or service includes a provision for technical assistance, for example, phone support or on-line help.	
Indicator 2E.	The product or service takes into account local conditions in which services for children with autism and their families are provided.	
Indicator 2F.	The product or service contributes new information to the intended audience on the topic being addressed.	
GENERAL COMMENTS		

CRITERIA FOR SCORING

Dimension 1: Products and Services Deemed of High Quality (*Check the number that best describes the quality of the product or service*)

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1A. The content of the product or service is based on rigorous and relevant evidence-based practices and on scientifically based research, when available.	In developing the product or service, the grantee consistently used relevant and rigorous research with appropriate designs, methods, measures, and analyses over research with less relevance or weaker designs.		In developing the product or service, the grantee sometimes used relevant and rigorous research with appropriate designs, methods, measures, and analyses over those with weaker designs.		In developing the product or service, the grantee consistently did not use relevant and rigorous research with appropriate designs, methods, measures, or analyses.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1B. The product or service reflects current theory and research on adult learning, including motivation, reinforcement, retention, transference, and use of reflective practice.	The product or service accurately reflects all relevant components of adult learning theory, including motivation, reinforcement, retention, transference of content, and facilitation of reflective practice.		The product or service accurately reflects some but not all components of adult learning theory, including motivation, reinforcement, retention, transference of content, and facilitation of reflective practice.		The product or service does not accurately reflect components of adult learning theory.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1C. The product or service adequately addresses all of the research questions, hypotheses, or objectives presented.	All of the research questions, hypotheses, or objectives are adequately addressed.		Some but not all of the research questions, hypotheses, or objectives are adequately addressed.		Few if any of the research questions, hypotheses, or objectives are adequately addressed.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1D. The product or service's data sources and instruments are appropriate for addressing the research questions, hypotheses, or objectives.	All of the instruments are valid and reliable for addressing the research questions, hypotheses, or objectives, and the data are collected using sound practices.		Some but not all of the instruments are valid and reliable; the validity and/or reliability of some instruments is in question; or there are some concerns with the soundness of the data collection.		The instruments have little if any validity or reliability for addressing the research questions, hypotheses, or objectives, and there are serious problems with data collection, or instrumentation was applicable to the product or service but was not addressed at all.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1E. The analyses conducted are appropriate for the data used in the product or service.	The product or service uses the best appropriate analysis methods for the research questions, hypotheses, or objectives.		The analysis methods are reasonable, although better ones could be applied within the context.		The study uses few if any appropriate methods to analyze the data, or the analytic methods are not described.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1F. The product or service's findings are clearly supported by the data or, for a concept or position paper or presentation, arguments or theories are backed up with valid research and sound reasoning.	All of the findings are clearly supported by the data or, for a concept or position paper, all arguments or theories are backed up with valid research and sound reasoning.		Some but not all of the findings are clearly supported by the data, or, for a concept or position paper, some but not all of the arguments or theories are backed up with valid research and sound reasoning.		Few if any of the findings are supported by the data, or, for a concept or position paper, few if any of the arguments or theories are backed up with valid research or sound reasoning.	

Comments on rating, required for NA:

Indicator	Very High Quality 5 ☐	High Quality 4 ☐	Moderate Quality 3 ☐	Low Quality 2 ☐	Very Low Quality 1 ☐	Not Applicable NA ☐
1G. The product or service is easy to read and understand, given the intended audience.	The product or service is well written throughout and can be easily understood by the intended audience.		Some but not all sections of the product or service are well written, and/or the information is too technical for the intended audience.		The product or service is poorly written throughout.	

Comments on rating, required for NA:

Dimension 2: Products Deemed of High Relevance/Usefulness to Policy or Practice (*Check the number that best describes the relevance/usefulness of the product or service*)

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2A. The product or service addresses a high-priority need.	The product or service addresses critical personnel development needs or an important gap or weakness in services, infrastructure, or opportunities		The product or service addresses secondary personnel development needs or a less important gap or weakness in services, infrastructure, or opportunities.		The product or service does not address critical or secondary personnel development needs or gaps or weakness in services, infrastructure, or opportunities.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2B. The product or service provides opportunities for trainees to see and engage in the identified methods and practices in authentic settings.	The product or service provides ample opportunities for teams to observe and/or apply the identified methods and practices in authentic settings, such as children's homes, day care facilities, and schools.		The product or service provides limited opportunities for teams to observe and/or apply the identified methods and practices in authentic settings, such as children's homes, day care facilities, and schools.		The product or service does not provide opportunities for teams to observe or apply the identified methods and practices in authentic settings, such as children's homes, day care facilities, and schools.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2C. The product or service is accessible to all targeted groups.	The product or service is easy for targeted groups to obtain and use, when needed.		Although it may be available, the product or service is not easy for targeted groups to obtain or use, when needed.		Few if any targeted groups can obtain or use the product or service when needed.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness 5 ☐	High Relevance/ Usefulness 4 ☐	Moderate Relevance/ Usefulness 3 ☐	Low Relevance/ Usefulness 2 ☐	Very Low Relevance/ Usefulness 1 ☐	Not Applicable NA ☐
2D. The product or service includes a provision for technical assistance, for example, phone support or on-line help.	Technical assistance is easily accessible to potential consumers, and is "user-friendly."		Technical assistance is moderately accessible to potential consumers or is only moderately "user-friendly."		Technical assistance is very difficult to access for potential consumers, or the technical assistance is difficult to use.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness	High Relevance/ Usefulness	Moderate Relevance/ Usefulness	Low Relevance/ Usefulness	Very Low Relevance/ Usefulness	Not Applicable
	5 ☐	**4** ☐	**3** ☐	**2** ☐	**1** ☐	**NA** ☐
2E. The product or service takes into account local conditions in which services for children with autism and their families are provided.	The product or service is sufficiently robust to achieve its professional development aims under most or all local conditions and ultimately to achieve its aims regarding the delivery of services to children with autism under most or all local conditions.		The product or service is robust enough to achieve its professional development aims under some local conditions and ultimately to achieve its aims regarding the delivery of services to children with autism under some local conditions.		The product or service is not robust enough to achieve its professional development aims under varying local conditions or to achieve its aims for service delivery to children with autism under varying local conditions.	

Comments on rating, required for NA:

Indicator	Very High Relevance/ Usefulness	High Relevance/ Usefulness	Moderate Relevance/ Usefulness	Low Relevance/ Usefulness	Very Low Relevance/ Usefulness	Not Applicable
	5 ☐	**4** ☐	**3** ☐	**2** ☐	**1** ☐	**NA** ☐
2F. The product or service contributes new information to the intended audience on the topic being addressed.	The information presented in the product or service is new or makes a contribution to the intended audience.		The product or service is somewhat limited in providing new information or in making a contribution to the intended audience.		The product or service does not provide much if any new information or does not make a contribution to the intended audience.	

Comments on rating, required for NA:

Appendix D

Institution of Higher Education Course of Study Survey

DIRECTIONS: The focus of this survey is the *course of study* for which you requested Personnel Development Program (PDP) funding in FY [pre-filled with application year]. For the purposes of this survey, please think of a ***course of study*** as *a set of courses to prepare candidates to perform a particular professional or paraprofessional role; this set of courses almost always results in a degree, a particular credential (i.e., license, certificate, or endorsement), or both. The setting of courses is another defining aspect of the course of study (e.g., on a particular campus, online)*.

The box below provides identifying information about the course of study for which you requested PDP funding. Westat staff extracted this information from your grant application.

Application/Award Number: [pre-filled]

PDP Priority/Focus Area: [pre-filled]

Project Title: [pre-filled]

Roles for which candidates were being prepared: [pre-filled]

Disability area: [pre-filled]

Degree(s) for which candidates were being prepared: [pre-filled]

Credential(s) for which candidates were being prepared: [pre-filled]

Setting: [pre-filled]

Question 1

Text	Condition
At the time of your grant application, in what way was the [predominant][1] course of study for which you requested funding related to an existing course of study? Select one.	Priority = all Funding = all

Response Options	Go to
1 Our grant application was intended to support or expand an existing course of study, with essentially the same central purpose. That is, the [predominant] course of study for which we requested funding was in existence at the time of our application.	Question 3, if Funded Question 5, if Non-funded
2 Our grant application was intended to fund a course of study that was built upon one or more existing courses of study but that differed from those existing courses of study in at least one of the following features: the role or roles for which candidates are prepared, the degrees or credentials candidates seek, or the setting. That is, the [predominant] course of study for which we requested funding differed substantially from any existing course of study, but it was not completely new.	Question 5, if Funded Question 2, if Non-funded
3 The [predominant] course of study for which we requested funding was not in existence at the time of our application, nor was it built upon an existing predominant course of study.	Question 5, if Funded Question 2, if Non-funded

[1] The word [predominant] appears in the on-screen survey only when more than one course of study are included in the survey.

Question 2

Text	Condition
The [predominant] course of study that your grant application was intended to develop was new or differed substantially from any existing course of study. The application was not funded. Which of the following occurred? Select one.	Priority = all Funding = Non-Funded

Response Options		Go to
1	The [predominant] course of study was not developed.	End, if single COS Question 27, if multiple COSs
2	The [predominant] course of study was developed using PDP funding from a different grant.	Question 5
3	External sources of funding were used to develop the [predominant] course of study. The amount of external funding was equal to or greater than the amount requested for the course of study in our PDP grant application.	Question 5
4	External sources of funding were used to develop the [predominant] course of study. The amount of external funding was smaller than the amount requested for that course of study in our PDP grant application.	Question 4
5	The [predominant] course of study was developed with no external funding.	Question 4

Question 3

Text	Condition
The [predominant] course of study that your grant application was intended to support or expand was in existence at the time of your application. The application was not funded. Which of the following occurred? Select one.	Priority = all Funding= Non-Funded

Response Options		Go to
1	The [predominant] course of study was eliminated.	Question 20
2	PDP funding from a different grant was used to support or expand the [predominant] course of study.	Question 5
3	External sources of funding were used to support or expand the [predominant] course of study. The amount of external funding was equal to or greater than the amount requested for the course of study in our PDP grant application.	Question 5
4	External sources of funding were used to develop the [predominant] course of study. The amount of external funding was smaller than the amount requested for that course of study in our PDP grant application	Question 4
5	The [predominant] course of study was maintained with no external funding.	Question 4

Question 4

Text	Condition
If the amount of external funding for the [predominant] course of study was smaller than the amount requested in your PDP grant application or you received no external funding, which of the following steps were implemented? Check all that apply.	Priority = all Funding= Non-Funded

Response Options	Go to
a Candidates received less financial support than proposed.	
b Fewer candidates than proposed were admitted to the [predominant] course of study.	
c The [predominant] course of study included fewer classes than proposed.	Question 5
d Other, specify_____	
e None of the above. The [predominant] course of study was implemented completely as planned, despite the smaller amount or complete lack of external funding.	

Question 5

Text	Condition
The configuration of your [predominant] course of study may have changed since the time of the application. Does the description above accurately reflect the course of study configuration as of the 2008-2009 academic year (summer 2008 to summer 2009, or a relevant 12-month period approximating that time period)? Select one.	Priority = all Funding = all

Project Title: [Pre-filled]

Roles for which candidate would be prepared: [Pre-filled]

Disability area: [Pre-filled]

Degrees for which candidates would be prepared: [Pre-filled]

Credentials for which candidates would be prepared: [Pre-filled]

Setting: [Pre-filled]

Response Options		Go to
1	Yes	Question 7
0	No	Question 6

Question 6

Text	Condition
You have indicated that the description below does not accurately reflect the [predominant] course of study configuration as of the 2008-2009 academic year (summer 2008 to summer 2009, or a relevant 12-month period approximating that time period). Please make the necessary corrections.	Priority = all Funding = all

Response	Go to
Project Title: _____ Roles for which candidates were being prepared: _____ Disability area: _____ Degree(s) for which candidates were being prepared: _____ Credential(s) for which candidates were being prepared: _____ Setting (e.g., on a particular campus, online): _____	Question 7

Question 7

Text	Condition
What were the criteria used to admit candidates into the [predominant] course of study during the 2008-2009 academic year? Check all that apply.	Priority = all Funding = all

Response Options	Go to
a GPA. Specify minimum GPA, if applicable: _____	
b Past experience related to professional program	
c Results of interview	
d Review of preadmission portfolio	
e Review of recommendation/reference letters	
f Review of writing sample	
g Statement of candidate's professional goals	
h Prerequisite courses or fieldwork	Question 8, if Combined Priority
i ACT score	
j SAT score	Question 12, if Leadership Priority
k GRE score	
l PRAXIS I/Pre-Professional Skills Test (PPST) reading score. Specify minimum score, if applicable: _____	
m PRAXIS I/PPST math scores. Specify minimum score, if applicable: _____	
n PRAXIS I/PPST writing scores. Specify minimum score, if applicable: _____	
o Other tests, specify test: _____. Specify minimum score, if applicable: _____	
p Other, specify _____	

Question 8

Text	Condition
Did the [predominant] course of study as configured in the 2008-2009 year include field-based training, clinical practice, or practicum? For a course of study that takes more than one year to complete, consider all years. Select one.	Priority = Combined Funding = all

Response Options		Go to
1	Yes	Question 9
0	No	Question 12

Question 9

Text	Condition
How many total hours were candidates expected to spend in field sites, such as schools or clinics, in order to complete the entire [predominant] course of study (as it was configured in the 2008-2009 year)? For a course of study that takes more than one year to complete, include all field work required for completion. Please provide actual hours, not credit hours.	Priority = Combined Funding = all

Response	Go to
_____ hours	Question 10

Question 10

Text	Condition
Which configuration best describes how field-based training, clinical practice, or practicum were included within the [predominant] course of study (as it was configured in 2008-2009)? For a course of study that takes more than one year to complete, consider field work activities across the entire course of study. Select one.	Priority = Combined Funding = all

Response Options	Go to
1 Field work was performed through separate courses focused on field work experiences.	
2 Field work was embedded within all or some courses throughout the [predominant] course of study.	Question 11
3 Field work was a combination of separate field work courses and courses that have field work embedded within them.	
4 Other, specify: _____	

Question 11

Text	Condition
Approximately what percentages of all field-based training, clinical practice, or practicum required to complete the entire [predominant] course of study (as it was configured in 2008-2009) were supervised by faculty or staff in each of the following categories? For a course of study that takes more than one year to complete, consider supervision of all fieldwork required for completion.	Priority = Combined Funding = all

Response Options`	Go to
a _____ % full-time tenured or tenure-track faculty	
b _____ % full-time non-tenured and non-tenure-track faculty	
c _____ % full-time staff	
d _____ % part-time tenured or tenure-track faculty	Question 12
e _____ % part-time non-tenured and non-tenure-track faculty	
f _____ % part-time staff	
g _____ % other	
DK Don't know	

Question 12

Text	Condition
Including hours for all required coursework, theses, and field work, what was the minimum number of credit hours required to complete the entire [predominant] course of study (as it was configured in 2008-2009)? For a course of study that takes more than one year to complete, include hours required for completion.	Priority = all Funding = all

Response	Go to
_____ credit hours	Question 13

Question 13

Text	Condition
How were credit hours organized at your institution during the 2008-2009 academic year? Select one.	Priority = all Funding = all

Response Options	Go to
1 Semester hours (16 weeks) 2 Quarter hours (10 weeks) 3 Trimester hours (_____ weeks) 4 Other credit hours (describe: _____)	Question 14

Question 14

Text	Condition
On a 4-point scale, what was the minimum GPA required for retention in and completion of the [predominant] course of study during the 2008-2009 academic year?	Priority = all Funding = all

Response Options	Go to
_____ Minimum GPA for retention and completion	Question 15, if Funded
NA We had a minimum GPA requirement, but it was not based on a 4-point scale.	
NA2 We had a minimum standard for academic performance, but it was not based on a numeric average.	Question 16, if Non-funded

Question 15

Text	Condition
What monetary support, if any, did candidates enrolled in the [predominant] course of study receive during the 2008-2009 academic year (summer 2008 to summer 2009, or a relevant 12-month period approximating that time period) specifically from the grant referenced at the beginning of this survey? Please enter whole numbers without commas or decimals.	Priority = all Funding = Funded

Responses		Go to
a	Number of candidates receiving monetary support in academic year 2008-2009: _____	
	Grant support in academic year 2008-2009	
b	Candidate average (mean) $_____	Question 16
c	Largest amount for a candidate $_____	
d	Smallest amount for a candidate $_____	

Question 16

Text	Condition
Funded: Other than funds from the [Project Title] during the 2008-200 academic year, what monetary support did candidates in the [predominant] course of study receive specifically because of their enrollment in this course of study? Enter whole numbers without commas or decimals.	Priority = all Funding = all
Non-funded: During the 2008-2009 academic year, what monetary support did candidates in the [predominant] course of study receive specifically because of their enrollment in this course of study? Enter whole numbers without commas or decimals.	

Responses		Go to
a	Number of candidates receiving monetary support in academic year 2008-2009: _____	
	Monetary support in academic year 2008-2009	
b	Candidate average (mean) $_____	Question 17
c	Largest amount for a candidate $_____	
d	Smallest amount for a candidate $_____	

Question 17

Text	Condition
Select one button on each row to indicate the extent to which your [predominant] course of study focused on each specified area in the 2008-2009 academic year. Use the "N/A or Not at all" column if you had no focus on a specified area or if the specified area was not relevant to your course of study.	Priority = see individual items Funding = all

Responses						Go to
Condition Priority =	NA or Not at all	Small extent	Moderate extent	Great extent		
Leadership					a.	Research Methodology
Leadership					b.	Personnel preparation
Leadership					c.	Special education administration or supervision
Leadership					d.	Policy or advocacy
Leadership					e.	Integrated general and special education practice
Combined					f.	Highly qualified teacher (HQT) requirements of NCLB and IDEA
Combined					g.	Cooperation with SEAs, LEAs, or Part C lead agencies
Combined					h.	Integrated general and special education practice
Combined					i.	Paraprofessional preparation
Combined					j.	State-identified needs for highly qualified personnel
All					k.	Use of evidence-based practices in service delivery
All					l.	Meeting certification, license, or endorsement requirements

Responses		Go to
All	m. Specialized needs of children with disabilities from diverse cultural and linguistic backgrounds	
Combined	n. Extended field experiences or practices	
All	o. Field-based training in high-need communities	
All	p. Support systems for candidates to enhance retention and success in the program (e.g., tutors, mentors)	
Combined	q. Mentoring and induction for program graduates	
All	r. Cultural and linguistic diversity in recruiting candidates	Question 18, if Leadership
Combined	s. Collecting data on course of study quality	
Combined	t. Involvement of individuals with disabilities or their parents in the IHE's program planning, implementation, and evaluation	
Combined	u. Involvement of parents in their children's educational planning and service delivery	Question 18, if Combined

Question 18

Text	Condition
Please list all courses within the [predominant] course of study that are new, significantly modified, or discontinued since the time of your PDP grant application. Please indicate the number of credit hours of the course and note if the course is Undergraduate (U), Graduate (G), or Doctoral (D). Please briefly describe the change that has occurred to the given course.	Priority = all Funding = all

Responses	Go to
Please check this box ☐ if there are no new, significantly modified or discontinued courses.	Question 19

	Course Code	Course Title	Course Level	No. of Credit Hours	Brief description of Changes Made to Course	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						Question 19
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						

Question 19

Text	Condition
In the table below, describe any changes that have occurred to other components related to the [predominant] course of study since the time of your PDP grant application. Changed components might include training units or modules (including field experience), recruitment plans, mentoring programs, faculty positions, or the overall organization of a course of study. The changes would include the addition, significant modification, or discontinuation of any such components. Do not list course changes previously listed in this survey.	Priority = all Funding = all

Responses	Go to
Please check this box ☐ if no other changes have occurred.	Question 20

Component	Brief description of Change Made to Component	
1.		
2.		
3.		Question 20
4.		
5.		
6.		

Question 20

Text	Condition
Please provide enrollment and completion data for the [predominant] course of study for each of the 12-month academic years listed below.	Priority = all
	Funding = all
Note that candidates may be counted more than once across the columns and down the rows.	
Check the box below the year if the course of study did not exist for that particular year.	See below for other conditions.

Responses					Go to

Condition		Respondent Year=2006				
		2005-2006	**2006-2007**	**2007-2008**	**2008-2009**	
	Course of study did not exist	☐	☐	☐	☐	
	Candidates <u>enrolled</u> in the course of study during the academic year:					Question 21, if Combined
	Number of full-time candidates	____	____	____	____	
	Number of part-time candidates	____	____	____	____	Question 22, if Leadership and Funded
	Number of candidates new to the course of study during the academic year	____	____	____	____	
	Number of candidates with prior general education certification	____	____	____	____	Question 23, if Leadership and Non-funded
	Candidates <u>earning degrees or credentials</u> in the course of study during the academic year:					
COS offers degree	Number of candidates who earned the [pre-filled] degree	____	____	____	____	
COS offers credential	Number of candidates who earned the [pre-filled] credential	____	____	____	____	

Number of candidates who earned
another degree or credential.
Specify: _____   ____   ____   ____   ____

Number of candidates who earned
another degree or credential.
Specify: _____   ____   ____   ____   ____

Number of candidates who earned
another degree or credential.
Specify: _____   ____   ____   ____   ____

Question 21

Text	Condition
Please list in the table below any standardized exams that candidates were required to take in order to demonstrate knowledge and skills for completion of the [predominant] course of study. For all PRAXIS II exams, be sure to list the specific subject (e.g., PRAXIS II Special Education).	Priority = Combined Funding = all

Check the NA box if a particular exam was not relevant for a particular year.

Responses	Go to
Please check this box ☐ if the course of study did not require a standardized exam.	Question 22, if Funded Question 23, if Non-funded

Condition	Respondent Year=2006				
Name of exam or measure	**2005-2006**	**2006-2007**	**2007-2008**	**2008-2009**	
Name of test 1: _____	☐ NA	☐ NA	☐ NA	☐ NA	
Number tested	_____	_____	_____	_____	Question 22, if Funded
Number passed	_____	_____	_____	_____	
Median score	_____	_____	_____	_____	
Name of test 2: _____	☐ NA	☐ NA	☐ NA	☐ NA	Question 23, if Non-funded
Number tested	_____	_____	_____	_____	
Number passed	_____	_____	_____	_____	
Median score	_____	_____	_____	_____	
Name of test 3: _____	☐ NA	☐ NA	☐ NA	☐ NA	

Number tested	_____	_____	_____	_____
Number passed	_____	_____	_____	_____
Median score	_____	_____	_____	_____
Name of test 4: _____	☐ NA	☐ NA	☐ NA	☐ NA
Number tested	_____	_____	_____	_____
Number passed	_____	_____	_____	_____
Median score	_____	_____	_____	_____

Question 22

Text	Condition
Please estimate how funds from the PDP grant referenced at the beginning of this survey were spent for your [predominant] course of study in the 2008-2009 academic year. Please enter whole numbers without commas or decimals.	Priority = all Funding = Funded

Responses		Go to
a	Monetary support for candidates. (Note: Box is pre-filled based on your response to question 15.) [pre-filled]	
b	Funding for faculty: $_____	
c	Development of curriculum or curriculum elements: $_____	
d	Other. Specify: _____ $_____	Question 23
e	Other. Specify: _____ $_____	
f	Other. Specify: _____ $_____	
g	Other. Specify: _____ $_____	

Question 23

Text	Condition
Do you have a formal data collection to collect information from or about all candidates who have completed the [predominant] course of study? Select one.	Priority = all Funding = all

Response Options		Go to
1	Yes	Question 24
0	No	Question 26

Question 24

Text	Condition
How do you collect the data from or about your completers? Check all that apply.	Priority = all
	Funding = all

Response Options	Go to
a Paper survey of completers	
b Web survey of completers	
c Telephone survey of completers	
d Structured interviews with completers	
e Employer or supervisor survey	Question 25
f Structured interviews with supervisors	
g School district or state reports	
h Other, specify _____	

Question 25

Text	Condition
Which of the following kinds of information do you collect from or about your program completers? Check all that apply.	Priority = all Funding = all

Response Options	Go to
Condition	

	a	Usefulness of training	
	b	Satisfaction with training program	
	c	Employment status (employed/not employed)	
	d	Employment position	
	e	State or district where employed	
	f	Job performance	
	g	Certification status	
	h	Ages or grades of children served	Question 26
	i	Primary special education or related services area	
	j	Publications or presentations	
	k	Professional honors	
Combined	l	Outcome data on the students taught by the graduates	
Combined	m	School administrator's satisfaction with graduates' preparation	
	n	Other, specify _____	

Question 26

Text	Condition
Please provide dropout data for the [predominant] course of study in academic year 2008-2009. Using the reasons provided, indicate the number of candidates that left the course of study in academic year 2008-2009 without completing it. Make the choice that represents the candidates' main reason for leaving. Do not include a candidate in more than one row. Check all that apply.	Priority = all Funding = Funded OR Non-funded and not eliminated (q3)

Responses	Go to
Please check this box ☐ if no candidates left the course of study in academic year 2008-2009 without completing it.	End, if single COS
	Question 27, if multiple COSs and Funded
	Question 28, if multiple COSs and Non-funded
a Financial support for the candidate was terminated	
b Personal reasons	End, if single COS
c Poor academic or field-based performance	
d Transferred to another training program in special education or related services	Question 27, if multiple COSs and Funded
e Transferred to a training program outside of special education or related services	
f Other, specify _____	Question 28, if multiple COSs and Non-funded
g Reason unknown	

Question 27

Text	Condition
What monetary support, if any, did candidates enrolled in the other course(s) of study receive during the 2008-2009 academic year specifically from the grant referenced at the beginning of this survey?	Priority = all Funding = Funded Number of COSs > 1

Responses				Go to
	Second Course of Study	**Third Course of Study**	**Fourth Course of Study**	
a Number of candidates receiving monetary support	_____	_____	_____	
Monetary support in academic year 2008-2009				Question 28
b Candidate average (mean)	$_____	$_____	$_____	
c Largest amount for a candidate	$_____	$_____	$_____	
d Smallest amount for a candidate	$_____	$_____	$_____	

Question 28

Text	Condition
Please provide enrollment and completion data for the second course of study (as described in question 27) for each of the 12-month academic years listed below. Note that candidates may be counted more than once across the columns and down the rows. Check the box below the year if the course of study did not exist for that particular year.	Priority = all Funding = all Number of COSs > 1 See below for other conditions.

Responses					Go to

Condition		Respondent Year=2006				
		2005-2006	**2006-2007**	**2007-2008**	**2008-2009**	
	Course of study did not exist	☐	☐	☐	☐	
	Candidates <u>enrolled</u> in the course of study during the academic year:					
	Number of full-time candidates	____	____	____	____	
	Number of part-time candidates	____	____	____	____	End, if two COSs
	Number of candidates new to the course of study during the academic year	____	____	____	____	Question 29, if three or four COSs
	Number of candidates with prior general education certification	____	____	____	____	
	Candidates <u>earning degrees or credentials</u> in the course of study during the academic year:					
COS offers degree	Number of candidates who earned the [pre-filled] degree	____	____	____	____	
COS offers credential	Number of candidates who earned the [pre-filled] credential	____	____	____	____	

Number of candidates who earned
another degree or credential.
Specify: _____   ____   ____   ____   ____

Number of candidates who earned
another degree or credential.
Specify: _____   ____   ____   ____   ____

Number of candidates who earned
another degree or credential.
Specify: _____   ____   ____   ____   ____

Question 29

Text	Condition
Please provide enrollment and completion data for the third course of study (as described in question 27) for each of the 12-month academic years listed below. Note that candidates may be counted more than once across the columns and down the rows. Check the box below the year if the course of study did not exist for that particular year.	Priority = all Funding = all Number of COSs > 2 See below for other conditions.

Responses					Go to

Condition		Respondent Year=2006				
		2005-2006	**2006-2007**	**2007-2008**	**2008-2009**	
	Course of study did not exist	☐	☐	☐	☐	
	Candidates <u>enrolled</u> in the course of study during the academic year:					
	Number of full-time candidates	____	____	____	____	
	Number of part-time candidates	____	____	____	____	End, if three COSs
	Number of candidates new to the course of study during the academic year	____	____	____	____	
	Number of candidates with prior general education certification	____	____	____	____	Question 30, if four COSs
	Candidates <u>earning degrees or credentials</u> in the course of study during the academic year:					
COS offers degree	Number of candidates who earned the [pre-filled] degree	____	____	____	____	
COS offers credential	Number of candidates who earned the [pre-filled] credential	____	____	____	____	

Number of candidates who earned another degree or credential.
Specify: _____   ____   ____   ____   ____

Number of candidates who earned another degree or credential.
Specify: _____   ____   ____   ____   ____

Number of candidates who earned another degree or credential.
Specify: _____   ____   ____   ____   ____

Question 30

Text	Condition
Please provide enrollment and completion data for the fourth course of study (as described in question 27) for each of the 12-month academic years listed below. Note that candidates may be counted more than once across the columns and down the rows. Check the box below the year if the course of study did not exist for that particular year.	Priority = all Funding = all Number of COSs = 4 See below for other conditions.

Responses					Go to

Condition		Respondent Year=2006				
		2005-2006	**2006-2007**	**2007-2008**	**2008-2009**	
	Course of study did not exist	☐	☐	☐	☐	
	Candidates <u>enrolled</u> in the course of study during the academic year:					
	Number of full-time candidates	____	____	____	____	
	Number of part-time candidates	____	____	____	____	
	Number of candidates new to the course of study during the academic year	____	____	____	____	End
	Number of candidates with prior general education certification	____	____	____	____	
	Candidates <u>earning degrees or credentials</u> in the course of study during the academic year:					
COS offers degree	Number of candidates who earned the [pre-filled] degree	____	____	____	____	
COS offers credential	Number of candidates who earned the [pre-filled] credential	____	____	____	____	

Responses	Go to
Number of candidates who earned another degree or credential. Specify: _____	____ ____ ____ ____
Number of candidates who earned another degree or credential. Specify: _____	____ ____ ____ ____
Number of candidates who earned another degree or credential. Specify: _____	____ ____ ____ ____

Page of questions not answered

Text	Condition
Thank you for your responses. However, you did not complete the questions (s) listed below. We appreciate your attention to these items. To review and provide a response to any of these questions at this time, please click on the relevant question in the Question Guide on the left or on the hotlinks below. Please remember that any changes you make will be saved ONLY if you click on the "Save & Continue" button below the question you changed.	If any question is left blank that should have been answered or any question left incomplete

Questions	Go to
[Pre-filled with incomplete question(s)]	Comment

Comment page

Text	Condition
Lastly, please use this space to provide any additional comments about this survey and/or the Personnel Development Program.	Priority = all Funding = all

Response	Go to
	Submit

Submit page

Text	Condition
You have completed the Personnel Development Program (PDP) Higher Education Survey, but your data have not yet been submitted. By clicking the SUBMIT SURVEY button, your data will be finalized. **Please note: once you click SUBMIT SURVEY, you will not be able to review or change your responses, or print a copy of your survey.** If you wish at this time to review and change any of your responses, please click on the desired question to the left. If you revise any of your answers, be sure to click the "Save & Continue" button below the question in order to save your changes. Before you submit your survey, you may wish to save and print a copy for your records: Your Completed Personnel Development Program (PDP) Higher Education Survey	Priority = all Funding = all

Appendix E

PDP Training Grants Expert Panel Review Rubrics

Rubric for Courses or Classes

Background: Linking to PDP Priorities

The priorities for which these grants were written were: 84.325K (Combined Priority, 2006 and 2007), 84.325D (Preparation of Leadership Personnel, 2006 and 2007), and 84.325T (Special Education Preservice Training Improvement Grants, 2007). This rubric is based on requirements, specifications, and purposes of the 2007 priorities, referred to here as K, D, and T. Some key elements of those priorities are highlighted here.

- The ultimate purpose of all competitions is to improve services for children with disabilities.
- Along with addressing state needs for highly qualified personnel, one of the two purposes of K, D, and T grants is to "ensure that those personnel have the skills and knowledge – derived from practices that have been determined through research and experience to be successful – that are needed to serve those children."
- T and K each specify that the proposed program provides "support systems (including tutors, mentors, and other innovative practices), to enhance retention and success."
- K, D, and T each require "a clear and effective plan for evaluating the extent to which graduates of the training program have the knowledge and competencies necessary to provide research-based instruction and services that result in improved outcomes for children with disabilities."
- K, D, and T all include a requirement that the course of study focus on general education, state learning standards, or natural environments.
- K, D, and T all include a requirement that the course of study "prepare personnel to address the specialized needs of children with disabilities from diverse cultural and language backgrounds, including limited English proficient children with disabilities" by identifying the skills or competencies that personnel need to work effectively with these groups and preparing the personnel to use the skills.

Relevant materials requested for documentation

- Syllabus of the course
- CV of the instructor of this course
- Sample course materials, e.g., presentations, handouts, assignments
- Assessments of the candidates in this course, including information about how assessments are scored and how assessments are linked to course objectives

Indicators and Scoring Rubric for New or Significantly Modified Courses or Classes

Dimension 1: New or Significantly Modified Courses or Classes Deemed of High Quality

Indicators	Definitions for Indicators
1A. The knowledge and skills that are emphasized in the course or class have a basis in rigorous research.	The knowledge and skills emphasized in the course or class are consistent with the most rigorous and relevant scientific evidence to be found in academic journals. This indicator focuses only on the knowledge and skills that the class or course plans to teach, per the syllabus.
1B. The knowledge and skills that are emphasized in the course or class have a basis in successful professional experience.	The knowledge and skills emphasized in the course or class are consistent with the successful professional experience of practitioners in the field for which candidates are being prepared. This indicator focuses only on the knowledge and skills that the class or course plans to teach, per the syllabus.
1C. The course or class includes support systems to enhance candidate retention and success in the course or class.	The course or class uses support systems (such as tutors, small class size, faculty support, social media, or other innovative practices) to enhance retention and success in the course or class.
1D. Course or class assessments are valid and comprehensive measures of candidate mastery of the knowledge and skills related to course objectives.	Course or class assessments provide valid and comprehensive measures of the extent to which course completers have the knowledge and skills needed to meet course objectives.
1E. The course or class incorporates pedagogy appropriate for the knowledge and skills being taught.	When applicable and appropriate, the course or class incorporates pedagogical approaches that: - motivate the user to change his or her practices, - reinforce the most important knowledge and skills being taught, - aid in retention of newly acquired knowledge and skills, - facilitate transference of newly acquired knowledge and skills to other situations, - and encourage the use of reflective practice.
1F. The instructor of the course or class is qualified to teach it.	The instructor's CV documents knowledge of course or class content through education, professional experience, practice, and/or research.

Criteria for Scoring

Directions: Circle the number that best describes the quality of the course.

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	4	3	2	1
1A. The knowledge and skills that are emphasized in the course or class have a basis in rigorous research.	All of the knowledge and skills emphasized in the course or class are consistent with the most rigorous and relevant scientific evidence to be found in academic journals.		Most of the knowledge and skills emphasized in the course or class are consistent with the most rigorous and relevant scientific evidence to be found in academic journals.		None of the knowledge or skills emphasized in the course or class are consistent with the most rigorous and relevant scientific evidence to be found in academic journals.
Indicator-Specific Comments:					

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	4	3	2	1
1B. The knowledge and skills that are emphasized in the course or class have a basis in successful professional experience.	All of the knowledge and skills emphasized in the course or class are consistent with the successful professional experience of practitioners in the field for which candidates are being prepared.		Most of the knowledge and skills emphasized in the course or class are consistent with the successful professional experience of practitioners in the field for which candidates are being prepared.		None of the knowledge or skills emphasized in the course or class are consistent with the successful professional experience of practitioners in the field for which candidates are being prepared.
Indicator-Specific Comments:					

Directions: Circle the number that best describes the quality of the course.

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	4	3	2	1
1C. The course or class includes support systems to enhance candidate retention and success in the course or class.	The course or class includes extensive use of support systems, such as tutors, small class size, faculty support, social media, or other innovative practices to enhance candidate retention and success in the course or class.		The course or class includes some use of support systems, such as tutors, small class size, faculty support, social media, or other innovative practices to enhance candidate retention and success in the course or class.		The course or class includes little if any use of support systems such as tutors, small class size, faculty support, social media, or other innovative practices to enhance candidate retention and success in the course or class.
Indicator-Specific Comments:					

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	4	3	2	1
1D. Course or class assessments are valid and comprehensive measures of candidate mastery of the knowledge and skills related to course objectives.	Course or class assessments are valid and comprehensive measures of candidate mastery of the knowledge and skills needed to meet course objectives.		Course or class assessments provide considerable, valid information on candidate mastery of the knowledge and skills needed to meet course objectives.		Course or class assessments provide little or no information on candidate mastery of the knowledge and skills needed to meet course objectives.
Indicator-Specific Comments:					

Directions: Circle the number that best describes the quality of the course.

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	4	3	2	1
1E. The course or class incorporates pedagogy appropriate for the knowledge and skills being taught.	The course or class incorporates numerous pedagogical approaches designed to motivate the learner, reinforce course content, aid in retention and transfer of knowledge and skills, and encourage reflection.		The course or class incorporates some pedagogical approaches designed to motivate the learner, reinforce course content, aid in retention and transfer of knowledge and skills, and encourage reflection.		The course or class incorporates few if any pedagogical approaches designed to motivate the learner, reinforce course content, aid in retention and transfer of knowledge and skills, and encourage reflection.
Indicator-Specific Comments:					

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	4	3	2	1
1F. The instructor of the course or class is qualified to teach it.	The instructor has expert knowledge of course or class content, as documented through education, professional practice, experience, and/or research.		The instructor has considerable knowledge of course or class content, as documented through education, professional practice, experience, and/or research.		The instructor has little or no knowledge of course or class content, as documented through education, professional practice, experience, or research.
Indicator-Specific Comments:					

Dimension 2: New or Significantly Modified Courses or Classes Deemed of High Relevance/ Usefulness

Indicators	Definitions for Indicators
2A. The course or class focuses on knowledge and skills that are important for supporting the inclusion of infants, toddlers, children, or youth with disabilities.	The course or class teaches skills that personnel need to directly or indirectly support the inclusion of children with disabilities. The course may emphasize knowledge and skills important for serving children with disabilities in an inclusive setting or natural environment, for providing access to the general curriculum, or for supporting achievement of state learning standards.
2B. The course or class prepares personnel to address the specialized needs of children with disabilities from diverse cultural and language backgrounds.	The course or class teaches skills that personnel need to directly or indirectly serve children with disabilities from diverse cultural and language backgrounds. For example, the course may provide opportunities to practice skills in a diverse environment, or assessments may test mastery of knowledge or skills for effectively serving children from diverse cultural and language backgrounds.
2C. The course or class content is highly relevant to the teaching (or other) situations for which candidates are being prepared.	The content covered in the course or class is highly relevant to the teaching (or other) assignments candidates are likely to have and the environments in which they are likely to work.

Criteria for Scoring

Directions: Circle the number that best describes the relevance/usefulness of the course.

Indicator	Very High Relevance/ Usefulness	High Relevance/ Usefulness	Moderate Relevance/ Usefulness	Low Relevance/ Usefulness	Very Low Relevance/ Usefulness
	5	4	3	2	1
2A. The course or class focuses on knowledge and skills that are important for supporting the inclusion of infants, toddlers, children, or youth with disabilities.	The course or class has a strong focus on the knowledge and skills that are important for supporting the inclusion of children with disabilities.		The course or class has a moderate focus on the knowledge and skills that are important for supporting the inclusion of children with disabilities.		The course or class has no focus on knowledge and skills that are important for supporting the inclusion of children with disabilities.

Indicator-Specific Comments:

Indicator	Very High Relevance/ Usefulness	High Relevance/ Usefulness	Moderate Relevance/ Usefulness	Low Relevance/ Usefulness	Very Low Relevance/ Usefulness
	5	4	3	2	1
2B. The course or class prepares personnel to address the specialized needs of children with disabilities from diverse cultural and language backgrounds.	The course or class has a strong focus on the skills needed to effectively serve children with disabilities from diverse cultural and linguistic backgrounds.		The course or class has a moderate focus on the skills needed to effectively serve children with disabilities from diverse cultural and linguistic backgrounds.		The course or class has no focus on the skills needed to work effectively with children with disabilities from diverse cultural and linguistic backgrounds.

Indicator-Specific Comments:

Directions: Circle the number that best describes the relevance/usefulness of the course.

Indicator	Very High Relevance/ Usefulness	High Relevance/ Usefulness	Moderate Relevance/ Usefulness	Low Relevance/ Usefulness	Very Low Relevance/ Usefulness
	5	4	3	2	1
2C. The course or class content is highly relevant to the teaching (or other) situations for which candidates are being prepared.	Course or class content is highly relevant to the teaching (or other) assignments most candidates are likely to have and environments in which most are likely to work.		Course or class content is highly relevant to the teaching (or other) assignments some candidates are likely to have and environments in which some are likely to work.		The course or class content is highly relevant to the teaching (or other) assignments few or none of the candidates are likely to have or environments in which they are likely to work.

Indicator-Specific Comments:

General Comments:

Rubric for Training Units or Modules

Background: Linking to PDP Priorities

The priorities for which these grants were written were: 84.325K (Combined Priority, 2006 and 2007), 84.325D (Preparation of Leadership Personnel, 2006 and 2007), and 84.325T (Special Education Preservice Training Improvement Grants, 2007). This rubric is based on requirements, specifications, and purposes of the 2007 priorities, referred to here as K, D, and T. Some key elements of those priorities are highlighted here.

- The ultimate purpose of all competitions is to improve services for children with disabilities.
- Along with addressing state needs for highly qualified personnel, one of the two purposes of K, D, and T grants is to "ensure that those personnel have the skills and knowledge – derived from practices that have been determined through research and experience to be successful – that are needed to serve those children."
- T and K each specify that the proposed program provides "support systems (including tutors, mentors, and other innovative practices), to enhance retention and success."
- K, D, and T each require "a clear and effective plan for evaluating the extent to which graduates of the training program have the knowledge and competencies necessary to provide research-based instruction and services that result in improved outcomes for children with disabilities."
- K, D, and T all include a requirement that the course of study focus on general education, state learning standards, or natural environments.
- K, D, and T all include a requirement that the course of study "prepare personnel to address the specialized needs of children with disabilities from diverse cultural and language backgrounds, including limited English proficient children with disabilities" by identifying the skills or competencies that personnel need to work effectively with these groups and preparing the personnel to use the skills.

Relevant materials requested for documentation

- A description of the training unit/module
- CV(s) of key instructors or organizers
- Sample materials from the training unit/module, e.g., agenda, presentations, handouts

Indicators and Scoring Rubric for New or Significantly Modified Training Units or Modules

Dimension 1: New or Significantly Modified Training Units or Modules Deemed of High Quality

Indicators	Definitions for Indicators
1A. The knowledge and skills emphasized in the training unit or module have a basis in rigorous research.	The knowledge and skills emphasized in the training unit or module are consistent with the most rigorous and relevant scientific evidence to be found in academic journals. This indicator focuses only on the knowledge and skills that the training unit or module plans to teach, per the description.
1B. The knowledge and skills emphasized in the training unit or module have a basis in successful professional experience.	The knowledge and skills emphasized in the training unit or module are consistent with the successful professional experience of practitioners in the field for which candidates are being prepared. This indicator focuses only on the knowledge and skills that the training unit or module plans to teach, per the description.
1C. The training unit or module incorporates pedagogy appropriate for the knowledge and skills being taught.	When applicable and appropriate, the training unit or module incorporates pedagogical approaches that: • motivate the user to change his or her practices, • reinforce the most important knowledge and skills being taught, • aid in retention of newly acquired knowledge and skills, • facilitate transference of newly acquired knowledge and skills to other situations, • and encourage the use of reflective practice.
1D. The key instructors or organizers are knowledgeable of training unit or module content.	The key instructors' or organizers' CVs document knowledge of training unit or module content through education, professional experience, practice, and/or research.

Criteria for Scoring

Directions: Circle the number that best describes the quality of the training unit or module.

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	**4**	**3**	**2**	**1**
1A. The knowledge and skills emphasized in the training unit or module have a basis in rigorous research.	All of the knowledge and skills emphasized in the training unit or module are consistent with the most rigorous and relevant scientific evidence to be found in academic journals.		Most of the knowledge and skills emphasized in the training unit or module are consistent with the most rigorous and relevant scientific evidence to be found in academic journals.		None of the knowledge and skills emphasized in the training unit or module are consistent with the most rigorous and relevant scientific evidence to be found in academic journals.
Indicator-Specific Comments:					

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	**4**	**3**	**2**	**1**
1B. The knowledge and skills emphasized in the training unit or module have a basis in successful professional experience.	All of the knowledge and skills emphasized in the training unit or module are consistent with the successful professional experience of practitioners in the field for which candidates are being prepared.		Most of the knowledge and skills emphasized in the training unit or module are consistent with the successful professional experience of practitioners in the field for which candidates are being prepared.		None of the knowledge and skills emphasized in the training unit or module are consistent with the successful professional experience of practitioners in the field for which candidates are being prepared.
Indicator-Specific Comments:					

Directions: Circle the number that best describes the quality of the training unit or module.

Indicator	Very High Quality 5	High Quality 4	Moderate Quality 3	Low Quality 2	Very Low Quality 1
1C. The training unit or module incorporates pedagogy appropriate for the knowledge and skills being taught.	The training unit or module incorporates numerous pedagogical approaches designed to motivate the learner, reinforce course content, aid in retention and transfer of knowledge and skills, and encourage reflection.		The training unit or module incorporates some pedagogical approaches designed to motivate the learner, reinforce course content, aid in retention and transfer of knowledge and skills, and encourage reflection.		The training unit or module incorporates few if any pedagogical approaches designed to motivate the learner, reinforce course content, aid in retention and transfer of knowledge and skills, and encourage reflection.
Indicator-Specific Comments:					

Indicator	Very High Quality 5	High Quality 4	Moderate Quality 3	Low Quality 2	Very Low Quality 1
1D. The key instructors or organizers are knowledgeable of training unit or module content.	The key instructors or organizers have expert knowledge of training unit or module content, as documented through education, professional practice, experience, and/or research.		The key instructors or organizers have considerable knowledge of training unit or module content, as documented through education, professional practice, experience, and/or research.		The key instructors or organizers have little or no knowledge of training unit or module content, as documented through education, professional practice, experience, or research.
Indicator-Specific Comments:					

Dimension 2: New or Significantly Modified Training Units or Modules Deemed of High Relevance/ Usefulness

Indicators	Definitions for Indicators
2A. The training unit or module focuses on knowledge and skills that are important for supporting the inclusion of infants, toddlers, children, or youth with disabilities.	The training unit or module teaches skills that personnel need to directly or indirectly support the inclusion of children with disabilities. The training unit or module may emphasize knowledge and skills important for serving children with disabilities in an inclusive setting or natural environment, for providing access to the general curriculum, or for supporting achievement of state learning standards.
2B. The training unit or module prepares personnel to address the specialized needs of children with disabilities from diverse cultural and language backgrounds.	The training unit or module teaches skills that personnel need to directly or indirectly serve children with disabilities from diverse cultural and language backgrounds. For example, training unit or module content may emphasize skills important for working in a diverse environment, or effectively serving children from diverse cultural and language backgrounds.
2C. The training unit or module content is highly relevant to the teaching (or other) situations for which candidates are being prepared.	The content covered in the training unit or module is highly relevant to the teaching (or other) assignments candidates are likely to have and the environments in which they are likely to work.

Criteria for Scoring

Directions: Circle the number that best describes the relevance/usefulness of the training unit or module

	Very High Relevance/ Usefulness	High Relevance/ Usefulness	Moderate Relevance/ Usefulness	Low Relevance/ Usefulness	Very Low Relevance/ Usefulness
Indicator	5	4	3	2	1
2A. The training unit or module focuses on knowledge and skills that are important for supporting the inclusion of infants, toddlers, children, or youth with disabilities.	The training unit or module has a strong focus on knowledge and skills that are important for supporting the inclusion of children with disabilities.		The training unit or module has a moderate focus on knowledge and skills that are important for supporting the inclusion of children with disabilities.		The training unit or module has no focus on knowledge and skills that are important for supporting the inclusion of children with disabilities.
Indicator-Specific Comments:					

	Very High Relevance/ Usefulness	High Relevance/ Usefulness	Moderate Relevance/ Usefulness	Low Relevance/ Usefulness	Very Low Relevance/ Usefulness
Indicator	5	4	3	2	1
2B. The training unit or module prepares personnel to address the specialized needs of children with disabilities from diverse cultural and language backgrounds.	The training unit or module has a strong focus on skills needed to effectively serve children with disabilities from diverse cultural and linguistic backgrounds.		The training unit or module has a moderate focus on skills needed to effectively serve children with disabilities from diverse cultural and linguistic backgrounds.		The training unit or module has no focus on skills needed to effectively serve children with disabilities from diverse cultural and linguistic backgrounds.
Indicator-Specific Comments:					

Directions: Circle the number that best describes the relevance/usefulness of the training unit or module.

Indicator	Very High Relevance/ Usefulness 5	High Relevance/ Usefulness 4	Moderate Relevance/ Usefulness 3	Low Relevance/ Usefulness 2	Very Low Relevance/ Usefulness 1
2C. The training unit or module content is highly relevant to the teaching (or other) situations for which candidates are being prepared.	Training unit or module content is highly relevant to the assignments most candidates are likely to have and environments in which most are likely to work.		Training unit or module content is highly relevant to the assignments some candidates are likely to have and environments in which some are likely to work.		The training unit or module content is highly relevant to the assignments few or none of the candidates are likely to have or environments in which few or none are likely to work.

Indicator-Specific Comments:

General Comments:

Rubric for New Faculty

Background: Linking to PDP Priorities

The priorities for which these grants were written were: 84.325K (Combined Priority, 2006 and 2007), 84.325D (Preparation of Leadership Personnel, 2006 and 2007), and 84.325T (Special Education Preservice Training Improvement Grants, 2007). This rubric is based on requirements, specifications, and purposes of the 2007 priorities, referred to here as K, D, and T. Some key elements of those priorities are highlighted here.

- The ultimate purpose of all competitions is to improve services for children with disabilities.
- Along with addressing state needs for highly qualified personnel, one of the two purposes of K, D, and T grants is to "ensure that those personnel have the skills and knowledge – derived from practices that have been determined through research and experience to be successful – that are needed to serve those children."
- K, D, and T each require "a clear and effective plan for evaluating the extent to which graduates of the training program have the knowledge and competencies necessary to provide research-based instruction and services that result in improved outcomes for children with disabilities."
- K, D, and T all include a requirement that the course of study focus on general education, state learning standards, or natural environments.
- K, D, and T all include a requirement that the course of study "prepare personnel to address the specialized needs of children with disabilities from diverse cultural and language backgrounds, including limited English proficient children with disabilities" by identifying the skills or competencies that personnel need to work effectively with these groups and preparing the personnel to use the skills.
- D and K require that the course of study provide "integrated training and practice opportunities"; T requires "extended clinical learning opportunities, field experiences, or supervised practica."

Relevant materials requested for documentation

- CV of faculty member, including courses taught in the past
- Syllabi of all courses to which faculty member was assigned
- Sample assessments of candidates developed or selected by faculty member, including information about how the assessments are scored

Indicators and Scoring Rubric for New Faculty

New Faculty Deemed of High Quality

Indicators	Definitions for Indicators
1A. The new faculty member has the necessary background and experience to teach the courses to which s/he is assigned.	The new faculty member is prepared to teach the knowledge and skills, derived from practices that have been determined through research and experience to be successful, that are relevant to the courses to which s/he is assigned.
1B. The new faculty member is skillful in developing and using valid and comprehensive measures of candidate mastery of knowledge and skills.	The new faculty member demonstrates skill in developing (or selecting) and using valid and comprehensive measures of candidate mastery of knowledge and skills.
1C. The new faculty member uses pedagogical approaches that are appropriate for the knowledge and skills being taught.	The new faculty member uses pedagogical approaches that, when applicable and appropriate, can: • motivate the user to change his or her practices, • reinforce the most important knowledge and skills being taught, • aid in retention of newly acquired knowledge and skills, • facilitate transfer of newly acquired knowledge and skills to other situations, • and encourage the use of reflective practice.
1D. The new faculty member has the necessary background and experience to contribute to a focus on general education, state learning standards, or natural environments.	The new faculty member demonstrates, through practical experience, publications, presentations, and/or courses taught in the past, the necessary background and experience to contribute to a focus on general education, state learning standards, or natural environments.
1E. The new faculty member has knowledge of and experience with the specialized needs of children with disabilities from diverse cultural and linguistic backgrounds.	The new faculty member demonstrates knowledge of and experience with the specialized needs of children with disabilities from diverse cultural and linguistic backgrounds through practical experience, publications, presentations, or courses taught in the past.
1F. The new faculty member is experienced with the teaching (or other) situations for which candidates are being prepared.	The new faculty member has professional experience with the teaching (or other) assignments candidates are likely to have and the environments in which they are likely to work.
1G. The new faculty member has expertise in integrated training and practice.	The new faculty member has expertise in the use of integrated training and practice such as clinical learning opportunities, field experiences, or supervised practica, shown through professional experience and research.

Criteria for Scoring

Directions: Circle the number that best describes the quality of the new faculty member.

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	**4**	**3**	**2**	**1**
1A. The new faculty member has the necessary background and experience to teach the courses to which s/he is assigned.	The new faculty member is prepared to teach all or nearly all of the knowledge and skills that are relevant to the courses to which s/he is assigned.		The new faculty member is prepared to teach some but not all of the knowledge and skills that are relevant to the courses to which s/he is assigned.		The new faculty member is prepared to teach few if any of the knowledge and skills that are relevant to the courses to which s/he is assigned.
Indicator-Specific Comments:					

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	**4**	**3**	**2**	**1**
1B. The new faculty member is skillful in developing and using valid and comprehensive measures of candidate mastery of knowledge and skills.	The new faculty member demonstrates exceptional skill in developing (or selecting) and using valid and comprehensive measures of candidate mastery of knowledge and skills.		The new faculty member demonstrates competence in developing (or selecting) and using valid and comprehensive measures of candidate mastery of knowledge and skills.		The new faculty member demonstrates little if any skill in developing (or selecting) and using valid and comprehensive measures of candidate mastery of knowledge and skills.
Indicator-Specific Comments:					

Directions: Circle the number that best describes the quality of the new faculty member.

Indicator	Very High Quality 5	High Quality 4	Moderate Quality 3	Low Quality 2	Very Low Quality 1
1C. The new faculty member uses pedagogical approaches that are appropriate for the knowledge and skills being taught.	The new faculty member makes extensive use of pedagogical approaches that are likely to motivate the learner, reinforce course content, aid in retention and transfer of knowledge and skills, and encourage reflection.		The new faculty member makes some use of pedagogical approaches that are likely to motivate the learner, reinforce course content, aid in retention and transfer of knowledge and skills, and encourage reflection.		The new faculty member makes little if any use of pedagogical approaches that are likely to motivate the learner, reinforce course content, aid in retention and transfer of knowledge and skills, and encourage reflection.
Indicator-Specific Comments:					

Indicator	Very High Quality 5	High Quality 4	Moderate Quality 3	Low Quality 2	Very Low Quality 1
1D. The new faculty member has the necessary background and experience to contribute to a focus on general education, state learning standards, or natural environments.	The new faculty member has the background and experience to make an exemplary contribution to a focus on general education, state learning standards, or natural environments.		The new faculty member has the background and experience to make an adequate contribution to a focus on general education, state learning standards, or natural environments.		The new faculty member does not have the background or experience to contribute to a focus on general education, state learning standards, or natural environments
Indicator-Specific Comments:					

Directions: Circle the number that best describes the quality of the new faculty member.

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	**4**	**3**	**2**	**1**
1E. The new faculty member has knowledge of and experience with the specialized needs of children with disabilities from diverse cultural and linguistic backgrounds.	The new faculty member has expert knowledge of and extensive experience with the specialized needs of children with disabilities from diverse cultural and linguistic backgrounds.		The new faculty member has adequate knowledge of and limited experience with the specialized needs of children with disabilities from diverse cultural and linguistic backgrounds.		The new faculty member has little if any knowledge of or experience with the specialized needs of children with disabilities from diverse cultural and linguistic backgrounds.
Indicator-Specific Comments:					

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	**4**	**3**	**2**	**1**
1F. The new faculty member is experienced with the teaching (or other) situations for which candidates are being prepared.	The new faculty member has extensive experience with the teaching (or other) situations for which candidates are being prepared.		The new faculty member has considerable experience with the teaching (or other) situations for which candidates are being prepared.		The new faculty member has little or no experience with the teaching (or other) situations for which candidates are being prepared.
Indicator-Specific Comments:					

Directions: Circle the number that best describes the quality of the new faculty member.

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	4	3	2	1
1G. The new faculty member has expertise in integrated training and practice.	The new faculty member has extensive expertise in the use of integrated training and practice such as clinical learning opportunities, field experiences, or supervised practica.		The new faculty member has considerable expertise in the use of integrated training and practice such as clinical learning opportunities, field experiences, or supervised practica.		The new faculty member has little or no expertise in the use of integrated training and practice such as clinical learning opportunities, field experiences, or supervised practica.

Indicator-Specific Comments:

General Comments:

Rubric for Field Work

Background: Linking to PDP Priorities

The priorities for which these grants were written were: 84.325K (Combined Priority, 2006 and 2007), 84.325D (Preparation of Leadership Personnel, 2006 and 2007), and 84.325T (Special Education Preservice Training Improvement Grants, 2007). This rubric is based on requirements, specifications, and purposes of the 2007 priorities, referred to here as K, D, and T. Some key elements of those priorities are highlighted here.

- The ultimate purpose of all competitions is to improve services for children with disabilities.
- Along with addressing state needs for highly qualified personnel, one of the two purposes of K, D, and T grants is to "ensure that those personnel have the skills and knowledge – derived from practices that have been determined through research and experience to be successful – that are needed to serve those children."
- T and K each specify that the proposed program provides "support systems (including tutors, mentors, and other innovative practices), to enhance retention and success."
- K, D, and T each require "a clear and effective plan for evaluating the extent to which graduates of the training program have the knowledge and competencies necessary to provide research-based instruction and services that result in improved outcomes for children with disabilities."
- D and K require that the course of study provide "integrated training and practice opportunities"; T requires "extended clinical learning opportunities, field experiences, or supervised practica."

Relevant materials requested for documentation

- Field work plan or syllabus of field work course
- CV(s) of faculty primarily responsible for leading or supervising field work
- Field work handbook
- Instruments used to assess candidates, including sample faculty or supervisor evaluations of candidates
- Materials used to train supervisors

Indicators and Scoring Rubric for Field Work

Field Work Deemed of High Quality

Indicators	Definitions for Indicators
1A. Field work experiences are highly relevant to the teaching (or other) situations for which candidates are being prepared.	Field work experiences are highly relevant to the teaching (or other) assignments candidates are likely to have and the environments in which they are likely to work.
1B. The goals of the field work are clearly articulated and focus on issues that are relevant for candidate success and effectiveness.	The goals of the field work are clearly articulated and focus on relevant issues, such as providing a mechanism for modeling and demonstration, promoting candidate insight into the curriculum and organization of the school and classroom, or providing opportunities for candidate analysis, reflection and decision-making.
1C. The knowledge and skills that are emphasized in the field work have a basis in rigorous research.	The knowledge and skills emphasized in the field work are consistent with the most rigorous and relevant scientific evidence to be found in academic journals. This indicator focuses only on the knowledge and skills that the field work plans to develop, per the field work description or syllabus.
1D. The knowledge and skills that are emphasized in the field work have a basis in successful professional experience.	The knowledge and skills emphasized in the field work are consistent with the successful professional experience of practitioners in the field for which candidates are being prepared. This indicator focuses only on the knowledge and skills that the field work plans to develop, per the field work description or syllabus.
1E. The field work includes support systems beyond the supervisor to enhance candidate retention and success in the field experience.	The field work program uses support systems (such as peer support, mentors, or other innovative practices) to enhance retention and success in the field experience.
1F. Candidate evaluations are valid and comprehensive measures of candidate mastery of the skills addressed by the field work.	Candidate evaluations provide valid and comprehensive measures of the extent to which field work completers have mastered the skills needed to meet field work objectives.
1G. Supervising faculty members are experienced with the teaching (or other) situations for which candidates are being prepared.	The supervising faculty members (who may be adjunct or ad hoc) have the necessary experience with the teaching (or other) assignments candidates are likely to have and the environments in which they are likely to work.
1H. Supervising faculty members have expertise in integrated training and practice.	The supervising faculty members have expertise in the use of integrated training and practice such as clinical learning opportunities, field experiences, or supervised practica, shown through professional experience and research.
1I. The field work provides for training of IHE-based supervisors and field supervisors.	The field work provides for the training of IHE-based and field-based supervisors, which may include a handbook, Power Point slides, or other written materials; in-person training/orientation; or joint planning.

Criteria for Scoring

Directions: Circle the number that best describes the quality of the field work.

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	4	3	2	1
1A. Field work experiences are highly relevant to the teaching (or other) situations for which candidates are being prepared.	The field work experiences are highly relevant to the teaching (or other) assignments most candidates are likely to have and environments in which most are likely to work.		The field work experiences are highly relevant to the teaching (or other) assignments some candidates are likely to have and environments in which some are likely to work.		The field work experiences are highly relevant to the teaching (or other) assignments few or none of the candidates are likely to have and environments in which they are likely to work.
Indicator-Specific Comments:					

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	4	3	2	1
1B. The goals of the field work are clearly articulated and focus on issues that are relevant for candidate success and effectiveness.	The goals of the field work are clearly articulated in the plan or syllabus and focus on issues that are relevant for candidate success and effectiveness.		The goals of the field work are referenced in the plan or syllabus, although not clearly or precisely articulated, and/or the goals focus on most of the issues that are relevant for candidate success and effectiveness.		The goals of the field work are not articulated in the plan or syllabus, or the goals focus on few or none of the issues that are relevant for candidate success and effectiveness.
Indicator-Specific Comments:					

Directions: Circle the number that best describes the quality of the field work.

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	**4**	**3**	**2**	**1**
1C. The knowledge and skills that are emphasized in the field work have a basis in rigorous research.	All of the knowledge and skills emphasized in the field work are consistent with the most rigorous and relevant scientific evidence to be found in relevant academic journals.		Most of the knowledge and skills emphasized in the field work are consistent with the most rigorous and relevant scientific evidence to be found in relevant academic journals.		None of the knowledge or skills emphasized in the field work are consistent with the most rigorous and relevant scientific evidence to be found in relevant academic journals.
Indicator-Specific Comments:					

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	**4**	**3**	**2**	**1**
1D. The knowledge and skills that are emphasized in the field work have a basis in successful professional experience.	All of the knowledge and skills emphasized in the field work are consistent with the successful professional experience of practitioners in the field for which candidates are being prepared.		Most of the knowledge and skills emphasized in the field work are consistent with the successful professional experience of practitioners in the field for which candidates are being prepared.		None of the knowledge or skills emphasized in the field work are consistent with the successful professional experience of practitioners in the field for which candidates are being prepared.
Indicator-Specific Comments:					

Directions: Circle the number that best describes the quality of the field work.

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	**4**	**3**	**2**	**1**
1E. The field work includes support systems beyond the supervisor to enhance candidate retention and success in the field experience.	The field work includes extensive use of support systems, such as peer support, mentors, or other innovative practices to enhance retention and success in the field experience.		The field work includes some use of support systems, such as peer support, mentors, or other innovative practices to enhance retention and success in the field experience.		The field work includes little if any use of support systems to enhance candidate retention and success in the field work.

Indicator-Specific Comments:

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	**4**	**3**	**2**	**1**
1F. Candidate evaluations are valid and comprehensive measures of candidate mastery of the skills addressed by the field work.	The candidate assessments are valid and comprehensive measures of candidate mastery of the skills addressed by the field work.		The candidate assessments provide considerable, valid information on candidate mastery of the skills addressed by the field work.		The candidate assessments provide little or no information on candidate mastery of the skills addressed by the field work.

Indicator-Specific Comments:

Directions: Circle the number that best describes the quality of the field work.

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	4	3	2	1
1G. Supervising faculty members are experienced with the teaching (or other) situations for which candidates are being prepared.	The supervising faculty members have extensive experience with the teaching (or other) situations for which candidates are being prepared.		The supervising faculty members have considerable experience with the teaching (or other) situations for which candidates are being prepared.		The supervising faculty members have little or no experience with the teaching (or other) situations for which candidates are being prepared.
Indicator-Specific Comments:					

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	4	3	2	1
1H. Supervising faculty members have expertise in integrated training and practice.	The supervising faculty members have extensive expertise in the use of integrated training and practice such as clinical learning opportunities, field experiences, and/or supervised practica.		The supervising faculty members have considerable expertise in the use of integrated training and practice such as clinical learning opportunities, field experiences, and/or supervised practica.		The supervising faculty members have little or no expertise in the use of integrated training and practice such as clinical learning opportunities, field experiences, or supervised practica.
Indicator-Specific Comments:					

Directions: Circle the number that best describes the quality of the field work.

Indicator	Very High Quality 5	High Quality 4	Moderate Quality 3	Low Quality 2	Very Low Quality 1
1I. The field work provides for training of IHE-based supervisors and field supervisors.	The field work includes extensive and ongoing training of field supervisors and IHE-based supervisors, which may include a handbook, PowerPoint slides, or other written materials; in-person training/orientation; and/or joint planning.		The field work includes some but not extensive or ongoing training of field supervisors or IHE-based supervisors, which may include a handbook, PowerPoint slides, or other written materials; in-person training/ orientation; and/or joint planning.		The field work includes little or no field supervisor or IHE-based supervisor training.

Indicator-Specific Comments:

General Comments:

Rubric for Mentoring Programs

Background: Linking to PDP Priorities

The priorities for which these grants were written were: 84.325K (Combined Priority, 2006 and 2007), 84.325D (Preparation of Leadership Personnel, 2006 and 2007), and 84.325T (Special Education Preservice Training Improvement Grants, 2007). This rubric is based on requirements, specifications, and purposes of the 2007 priorities, referred to here as K, D, and T. Some key elements of those priorities are highlighted here.

- The ultimate purpose of all competitions is to improve services for children with disabilities.
- Along with addressing state needs for highly qualified personnel, one of the two purposes of K, D, and T grants is to "ensure that those personnel have the skills and knowledge – derived from practices that have been determined through research and experience to be successful – that are needed to serve those children."
- T and K each specify that the proposed program provides "support systems (including tutors, mentors, and other innovative practices), to enhance retention and success."

Relevant materials requested for documentation

- Mentoring plan
- Program data including number of mentors, number of candidates served, and schedule and structure of mentor-mentee interactions
- Materials used to train mentors

Indicators and Scoring Rubric for Mentoring Programs

Mentoring Program Deemed of High Quality

Indicators	Definitions for Indicators
1A. The focus of the mentoring program is highly relevant to the teaching (or other) situations for which candidates are being prepared.	The focus of the mentoring program is highly relevant to the teaching (or other) assignments candidates are likely to have and the environments in which they are likely to work
1B. The mentoring program supports extensive contact between the mentor and mentee.	The program supports frequent interactions between the mentor and mentee. Interactions may be varied and may include scheduled meetings, unscheduled meetings, telephone contact, written communication, and/or observation.
1C. The mentoring program provides a broad range of support.	The mentoring program provides various types of support, including social/emotional support; information about materials, resources, policies, and procedures; academic guidance; and/or professional guidance, such as mentoring for instruction.
1D. The mentoring program matches mentors with mentees based on professional experiences, academic interests, and personality match.	Mentors and mentees are matched based on identified criteria, such as professional experiences, academic interests, and personality match.
1E. The goals of the mentoring program are clearly articulated and focus on issues that are relevant for candidate success and effectiveness.	The goals of the mentoring program are clearly articulated and focus on relevant issues, such as improving candidate performance, increasing candidate retention in the profession, transmitting best-practice cultural norms for the population being served, facilitating recruitment, and/or promoting the well-being and satisfaction of the candidates.
1F. The mentoring program provides for mentor training.	The mentoring program provides for mentor training, which may include a handbook, PowerPoint slides, or other written materials; in-person training/orientation; or joint planning. Mentor training may include both initial and ongoing learning.
1G. The mentoring program maintains mentor-to-candidate ratios that are consistent with high quality mentoring.	The mentoring program maintains mentor-to-mentee ratios that allow mentors to devote the time, attention, and energy required to provide high quality mentoring.

Criteria for Scoring

Directions: Circle the number that best describes the quality of the mentoring program.

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	4	3	2	1
1A. The focus of the mentoring program is highly relevant to the teaching (or other) situations for which candidates are being prepared.	The focus of the mentoring program is highly relevant to the teaching (or other) assignments most mentees are likely to have and environments in which most are likely to work.		The focus of the mentoring program is highly relevant to the teaching (or other) assignments some mentees are likely to have and environments in which some are likely to work.		The focus of the mentoring program is highly relevant to the teaching (or other) assignments few or none of the mentees are likely to have or environments in which they are likely to work.
Indicator-Specific Comments:					

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	4	3	2	1
1B. The mentoring program supports extensive contact between the mentor and mentee.	The program requires and supports frequent interactions between the mentor and the mentee.		The program provides opportunities for a considerable number of interactions between the mentor and the mentee.		The program provides few opportunities for interactions between the mentor and the mentee.
Indicator-Specific Comments:					

Directions: Circle the number that best describes the quality of the mentoring program.

Indicator	Very High Quality 5	High Quality 4	Moderate Quality 3	Low Quality 2	Very Low Quality 1
1C. The mentoring program provides a broad range of support.	The mentoring program provides a broad range of support, including social/emotional support; information about materials, resources, policies, and procedures; academic guidance; and/or professional guidance.		The mentoring program provides some but not all types of support, including social/emotional support; information about materials, resources, policies, and procedures; academic guidance; and/or professional guidance.		The mentoring program provides few if any specific types of support.
Indicator-Specific Comments:					

Indicator	Very High Quality 5	High Quality 4	Moderate Quality 3	Low Quality 2	Very Low Quality 1
1D. The mentoring program matches mentors with mentees based on professional experiences, academic interests, and personality match.	The program matches mentors and mentees based on multiple indicators, including professional experiences, academic interests, and personalities.		The program matches mentors and mentees based on one of the following: professional experiences, academic interests, and/or personality match.		The program has little if any substantive basis for matching mentors and mentees.
Indicator-Specific Comments:					

Directions: Circle the number that best describes the quality of the mentoring program.

Indicator	Very High Quality 5	High Quality 4	Moderate Quality 3	Low Quality 2	Very Low Quality 1
1E. The goals of the mentoring program are clearly articulated and focus on issues that are relevant for candidate success and effectiveness.	The goals of the mentoring program are clearly articulated in the plan or other materials, and focus on all of the issues that are relevant for candidate success and effectiveness.		The goals of the mentoring program are referenced in the plan or other materials, although not clearly or precisely articulated, and focus on some of the issues that are relevant for candidate success and effectiveness.		The goals of the mentoring program are not articulated in the plan or other materials or focus on few or none of the issues that are relevant for candidate success and effectiveness.

Indicator-Specific Comments:

Indicator	Very High Quality 5	High Quality 4	Moderate Quality 3	Low Quality 2	Very Low Quality 1
1F. The mentoring program provides for mentor training.	The mentoring program includes extensive mentor training, which may include a handbook, PowerPoint slides, or other written materials; in-person training/ orientation; and/or joint planning.		The mentoring program includes some but not extensive mentor training, which may include a handbook, PowerPoint slides, or other written materials; in-person training/ orientation; and/or joint planning.		The mentoring program includes little or no mentor training.

Indicator-Specific Comments:

Directions: Circle the number that best describes the quality of the mentoring program.

Indicator	Very High Quality	High Quality	Moderate Quality	Low Quality	Very Low Quality
	5	4	3	2	1
1G. The mentoring program maintains mentor-to-candidate ratios that are consistent with high quality mentoring.	The mentoring program sets mentor-to-candidate ratios consistent with mentoring of the highest quality.		The mentoring program sets mentor-to-candidate ratios consistent with mentoring of moderate quality.		The mentoring program does not address the ratio of mentors to candidates or the ratios are not consistent with adequate mentoring.

Indicator-Specific Comments:

General Comments:

Appendix F

Expert Panel Review Inter-rater Agreement

This evaluation involved multiple sets of raters assigning ratings to products sampled for the Study of PDP National Centers and components sampled for the Study of PDP Training Grant Applicants. When multiple raters are assigned in such a way, it is important to consider two related but conceptually distinct concepts: inter-rater agreement (IRA) and inter-rater reliability (IRR). Levels of IRA index the extent to which raters assign the same scores to common targets, while IRR indicates the extent to which raters provide consistency in relative judgments. For example, if one rater provides ratings that are 2 points higher than another rater, measures of IRR will be high, while IRA will be lower. For the expert panel review of both products sampled from centers and components sampled from courses of study , IRA was identified as more conceptually appropriate for assessing the extent to which raters provided similar ratings.

There are a variety of methods for assessing IRA and IRR. For example, Cohen's kappa is a classic measure of agreement, but requires additional modifications (e.g., weighting schemes) to handle ranked data and is primarily designed around assessing agreement dyadically—e.g., between pairs of individual raters on individual items. The various intraclass correlation coefficients (c.f., Shrout and Fleiss 1979) are widely used to assess the consistency of ratings, but provide measures based on both IRA and IRR, rather than IRA alone (LeBreton and Senter 2008), do not provide a measure of agreement for individual products, and are based on mean dimension-level ratings, rather than item-level responses. These measures were less than optimal for purposes of the current evaluation.

We determined Rwg (j) (James, Demaree, and Wolf 1984) to fit the specific purposes of the expert panel reviews in the current evaluation in that (1) it focuses on inter-rater agreement rather than inter-rater consistency, (2) the ratings are provided by three panel reviewers rather than pairs (in which case, for example, kappa may be more appropriate), and (3) all ratings would be accepted as long as they fall within a reasonable agreement range (e.g., higher than low or medium agreement). The Rwg (j) measure is widely used in the psychometric, management, and psychology literatures; is applicable to multi-item ordinal response scales; and provides a measure of IRA for each product or component being rated (as opposed to a single measure of IRA for the entire study) based on a definite number of raters. Rwg(j) is given by the following formula:

$$R_{wg(j)} = \frac{J\left(1 - \frac{\overline{s_{x_j}^2}}{\sigma_E^2}\right)}{J\left(1 - \frac{\overline{s_{x_j}^2}}{\sigma_E^2}\right) + \frac{\overline{s_{x_j}^2}}{\sigma_E^2}}$$

where J = the number of items in the rating scale, $\overline{(s_{(x\_j)}^2)}$ is the mean of the observed variances for the J observed items, and σ_E^2 is the expected variance when there is a complete lack of agreement among raters (e.g., where raters respond randomly to items). For the current report, $\sigma\_E^2 = 2$, based on the expected variance of a uniform response distribution for a 5-item response scale.

Rwg(j) ranges from 0 to 1, with 0 indicating a complete lack of agreement and 1 indicating perfect agreement. The analysis was conducted using the rwg.j function from the multilevel package in R version 2.10.1 (R Foundation for Statistical Computing 2010); codes are also provided for SPSS in LeBreton and Senter (2008). Because the Rwg(j) formula expects numeric ratings, "NA" ratings were treated as missing data for purposes of the Rwg(j) analysis. Missing data are known to have an effect on Rwg(j) estimates (Newman & Sin 2009), such that responses missing not at random tend to produce overestimates of Rwg(j), with the level of bias dependent on the level of missingness in the data and the magnitude of the relationship between missingness and the variable of interest. As with many metrics of IRA, what constitutes a "high" or "low" level of agreement will ultimately depend on the purposes of the ratings, but a review by LeBreton & Senter (2008) suggested the following interpretations of Rwg(j): ranges from 0.00 to 0.30 represent a lack of agreement; 0.31 to 0.50 represents weak agreement; 0.51 to 0.70 is moderate agreement; 0.71 to 0.90 is strong agreement; and 0.91 to 1.00 is very strong agreement. In order to identify products for further reconciliation and re-review by raters, products were selected for reconciliation if they had an Rwg(j) of 0.30 or less on either quality or relevance (the two dimensions).

In addition, for each product or component thus identified, raters were provided with a list of specific indicators for which the greatest level of disagreement existed, defined by the inter-rater variance for specific indicators. These were identified by selecting indicators for which ratings had a variance of two or more; this threshold was selected based on the expected variance of a uniform distribution of an ordinal scale with five response categories, such that indicators with variances less than two tended to have greater levels of agreement than might be expected based on chance responding. Note that this threshold does not represent a statistical test of inter-rater agreement; rather, it was a heuristic designed to help raters quickly identify and resolve the largest discrepancies in their ratings in an efficient manner.

Appendix G

Technical Working Group Members

Technical Working Group Members for the Design Contract (ED-04-CO-0059/0018)

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