



# The IRIS Center Quarterly Report

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Administrative Progress Report:

Year 5/Quarter 1

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Serving: Higher Education Faculty • PD Providers • Practicing Educators  
Supporting the preparation of effective educators with the knowledge and  
skills to use evidence-based practices to improve outcomes for all students,  
especially struggling learners and those with disabilities.



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## Quarterly Report October – December 2021 [Year 5/Quarter 1]

**Our Quarter At-A-Glance:** The IRIS Center presents these quarterly reports as a narrative of our efforts and a detailed account of our work and progress. Below are just a few highlights from the previous three months. We invite you to read on for further details of all this and so much more.

- Our Year 5 Workplan is currently in development.
- IRIS is preparing to shift to a new listserv host in compliance with Vanderbilt University's IT updated data security protocols.
- In December, IRIS completed a highly successful virtual training with special education state directors and coordinators in Alabama.
- Our external evaluator, Sarah Heinemeier of Compass Evaluation and Research, continues to analyze data accessed through GoogleAnalytics. See the attached report for details.

**PROJECT INFRASTRUCTURE:** *IRIS is engaged in a continuous effort to improve and expand the quality and reach of our resources through ongoing infrastructure development and enhancement.*

⇒ **Year 5 Workplan:** The IRIS Year 5 workplan—which will guide our efforts in the areas of development, dissemination, TA & training, collaboration, evaluation, and overall infrastructure—was discussed earlier in the quarter with our OSEP Project Officer. However, we plan to revisit the document in the coming quarter to make revisions that better align with revised Year 5 activities.

⇒ **Website Programming Updates & Improvements:** Many significant improvements to our Website happen “behind the scenes” at the programming level and are therefore virtually invisible to our users. Immediately noticeable or not, however, these adjustments and fine tunings are indispensable to a smooth running, user-friendly online experience. A log of some of our recent activity follows.

- ❖ **Learning Management System:** Plans to replace our School & District Platform's dashboard with a more sophisticated learning management system (LMS) are nearing completion. IRIS will implement the LearnDash PD platform, facilitating a more fluid interface for our users and offering greater flexibility, more accurate data

tracking, improved customization of modules, and expanded options for assessments, among much else. The LearnDash platform is being configured to work seamlessly with IRIS's main WordPress site and to display the information needed by school and district administrators. We anticipate this will be completed in mid-January, at which time we will begin beta testing.

**PRODUCT DEVELOPMENT:** *IRIS develops online resources about evidence-based instructional and behavioral practices to help improve the education outcomes of all students, particularly struggling learners and those with disabilities. Created with the assistance of many of the top experts in their fields, IRIS resources—whether modules, case studies, fundamental skill sheets, or many others—are innovative, interactive, and practical for use in college and university coursework, by PD providers, and by teachers in today's classrooms.*

**Modules:** The signature resource of our center, IRIS Modules cover information about fundamental topics and evidence-based instructional and behavioral practices on a wide variety of topic areas, including classroom behavior management, MTSS/RTI, and high-quality IEPs, to name but a few.

- ⇒ **Inclusion of Students with Significant Cognitive Disabilities:** IRIS is collaborating with the TIES Center, the national technical assistance center on inclusive practices and policies, to develop a module that focuses on collaborative planning by general and special education teachers to effectively include students with significant cognitive disabilities in general education classrooms. This quarter, IRIS staff reviewed the TIES Center content and met with center representatives to discuss proposed changes and how to move forward. TIES will deliver updated content in March. We anticipate posting this module on the IRIS Website in Year 5.
- ⇒ **Classroom Behavior Management:** Kathleen Lane, the original content expert for *Addressing Disruptive and Noncompliant Behaviors Parts 1 and 2*, has provided revisions for *Part 1* and is now working on the second module in the sequence. This quarter, IRIS began initial work on the first module. We hope to complete this resource in the early spring, with the exception of replacing the videos, which will require in-classroom video shoots (something that is not feasible at this time due to COVID restrictions). We anticipate posting this revised module at the end of the spring semester once classes have ended.
- ⇒ **Module Revisions Update:** Updates and expansions of two modules—*Improving Writing Performance: A Strategy for Writing Persuasive Essays* and *SRSD: Using Learning Strategies to Enhance Student Learning*—were scheduled to post in Year 4 and then in Year 5 but were put on hold as we responded to the needs of educators and parents during the COVID-19 pandemic. As a result of shifting priorities, these modules have been removed from the Year 5 Workplan.

**Case Studies:** These multi-part resources ask users to analyze and respond to a number of problem-based classroom issues and challenges—for example classroom norms and expectations, algebra instruction, or classroom arrangement—through increasing levels of complexity and detail.

⇒ **Encouraging Appropriate Behavior:** Christina Curran, the original content developer of *Encouraging Appropriate Behavior*, has revised the content. This case study unit outlines positive behavior management techniques that can be employed with individual students who have behavioral concerns that are not effectively addressed by comprehensive classroom rules. Although this revision was completed in Year 4, we posted it in December following the end of fall courses.

**Course/PD Activities:** Handy, focused resources for use as independent assignments or to promote classroom discussion, IRIS Course/PD Activities cover a diverse range of topics, including behavior management, language disorders, and many others.

⇒ **Answer Keys:** As part of our activity collection overhaul, we completed the revision of approximately 50 answer keys for activities that were revised during the past quarters. These are now available on our Website for faculty and PD providers.

**Fundamental Skill Sheets:** Practical and informative, IRIS Fundamental Skill Sheets offer educators quick primers (or reminders!) about discrete skills and practices indispensable to their role as effective classroom teachers.

⇒ **FSS for Virtual Environments:** Through collaborative efforts with Kathleen Lane from the center for the Comprehensive, Integrated Three-Tiered Model of Prevention (Ci3T), IRIS posted the first of two fundamental skill sheets (FSS) that describe low-intensity strategies for virtual learning environments during the last quarter (*Virtual Instruction: Behavior-Specific Praise*). This quarter, we finalized the content for the second FSS, *Virtual Instruction: Precorrection*, which will post next quarter once the demonstration video is completed.

**IRIS Interviews:** These in-depth discussions with nationally recognized experts or instructors in the field cover a wide variety of topics, including student diversity, testing accommodations for students with disabilities, RTI implementation, and much more.

⇒ **Culture and Classroom Behavior Management:** This quarter, we posted a second interview with Lori Delale-O'Connor, who discusses how teachers can develop the components of a comprehensive classroom behavior management plan in a culturally sustaining manner. This interview supplements content in the newly posted modules *Classroom Behavior Management (Part 2, Elementary): Developing a Behavior Management Plan* and *Classroom Behavior Management (Part 2, Secondary): Developing a Behavior Management Plan*.

**Information Briefs:** These online resources developed by other programs and centers are collected and curated by IRIS as supplemental materials. Information briefs cover everything from accommodations for students with disabilities to Universal Design for Learning and peer-assisted learning strategies.

⇒ **Collection Overhaul:** Our entire collection of more than 300 information briefs is undergoing a significant overhaul, which includes removing older or outdated resources and adding more recent and relevant briefs. To make the task more manageable, we have categorized briefs under topic areas for review by expert panels. Reviews for three topic areas (Learning Strategies; Content Instruction; and Reading, Literacy, and Language Arts) were sent out for review this quarter. We anticipate posting the recommended briefs during the next quarter. Additionally, we plan to send four additional topics—Assistive Technology, Accommodations, Assessment, and Juvenile Justice—to reviewers in the coming quarter.

**IRIS Online Tools:** From a glossary of terms related to disabilities to the IRIS Books and Films Tools to our Evidence-Based Practice Summaries, IRIS online tools are user-friendly, informative, and always growing.

⇒ **IRIS Glossary:** This searchable glossary of definitions for the disability-related terms covered in many of our resources is currently undergoing revision. Although great progress was made on this resource during the previous quarter, it has once again been put on hold to address other priorities. Once complete, we will share this resource with the National Center on Intensive Intervention (NCII), which we expect to do in Year 5. For more on this, see the Collaboration section below.

⇒ **IRIS Book Tool:** This tool, which contains information and synopses of children’s and young adult literature about or having to do with people with disabilities, was updated with approximately 70 books identified by Mary Anne Prater-Doty.

⇒ **High-Leverage Practices Alignment Tool:** This tool allows users to identify which IRIS Modules and Case Studies align with high-leverage practices in special education. This quarter, CEEDAR connected us with Angela Patti, an expert on high-leverage practices, to review and provide alignment information for modules and case studies developed or revised since the last review. We anticipate updating this tool next quarter with the content that Dr. Patti provides.

**DISSEMINATION:** *IRIS disseminates news of its resources through a wide variety of means, both universal, targeted, and individualized. The IRIS Website, awareness activities, conference presentations and exhibition appearances, and a multi-part social media presence, all are key components in our plan to reach and communicate with IRIS consumers.*

**Awareness Activities:** Key to our center’s ongoing dissemination efforts is the development and expansion of multiple elements that, together, form the basis of our campaign to get the word out about IRIS and our resources. More about these can be found in the items below.

- ⇒ **Listserv Notices:** After implementing a new automated process in May to sign up educators who create professional development accounts for our IRIS listserv, our current contacts list has increased from approximately 20,000 to 25,000. This has allowed us to greatly increase the dissemination of our newsletters as well as occasional e-blasts (e.g., announcements about new or revised modules, field-testing opportunities).
- ⇒ **New Listserv Host:** Due to security upgrades within the Vanderbilt IT infrastructure, Constant Contact—the digital marketing platform through which IRIS disseminates our newsletter and e-blasts—will no longer be an option for e-distribution. In January, we will begin the transfer of roughly 25,000 individual records to MyEmma, Vanderbilt’s new provider. On a bright note, the annual subscription to MyEmma will now be covered through Vanderbilt’s institutional license, thereby creating savings for IRIS.
- ⇒ **OSEP Monthly Newsletter:** IRIS submitted information for the October and November editions of the OSEP newsletter for grantees and stakeholders. In October, we highlighted the module *Classroom Behavior Management (Part 2, Secondary)* and our Fundamental Skill Sheet *Virtual Instruction: Behavior-Specific Praise*. In November, we highlighted two IRIS interviews about cultural influences and considerations related to behavior management with Lori Delale O’Connor, Assistant Professor of Education at the University of Pittsburgh School of Education.
- ⇒ **OSER’s Blog:** IRIS wrote an entry for the U.S. Department of Education’s, Office of Special Education and Rehabilitative Services blog. [“IRIS Center Resources Take Educators Back to Basics”](#) highlighted the IRIS Center’s classroom behavior management module series, the fundamental skill sheet collection, and the free PD Certificates of Completion.
- ⇒ **IRIS Stories:** IRIS stories are developed to share how our resources are used throughout the United States and around the world. In November, we posted “IRIS on Their Minds: The University of North Georgia and IRIS Modules,” featuring Jennifer Sears, an Assistant Professor of Education at the University of North Georgia, who shared different ways that she and her colleagues use IRIS resources in various courses in their program.
- ⇒ **CEC Professional Forum:** We continue to monitor and respond to questions posed on the CEC Forum to make educators aware of IRIS resources. Other CEC members frequently recommend IRIS resources as well. For example, in response to a post looking for recommendations for PD on behavior for school staff, another member replied with a recommendation and link to the [recommended sequence for the IRIS behavior series](#) and encouraged CEC members to visit the IRIS Website.

⇒ **Social Media:** Our center's social media following and number of engagements continue to grow at a rapid rate. As of this report, IRIS has 4,358 (compared to 4,236 last quarter) followers on Twitter, yet another sign of sustained and robust growth.

**Presentation & Outreach Efforts:** Throughout the year, IRIS attends local, regional, and national conferences to keep target audiences up to date on new and revised IRIS resources. Information about upcoming presentations is below.

⇒ **Conference Proposals, Presentations, and Booths:** IRIS has developed a conference dissemination plan that extends into 2022 and aims to reach an ever-increasing number of diverse user groups.

- ❖ **PROGRESS Center Webinar:** On October 19, IRIS was a featured presenter for the PROGRESS Center webinar *Promoting Progress for Struggling Students and Students with Disabilities in Private Schools*, during which we offered an overview of IRIS resources and professional development options.
- ❖ **Region B Parent Center Director's Meeting:** On November 2, IRIS participated in a virtual meeting for the directors of the Region B Parent Centers. This virtual presentation served as an introduction to IRIS and detailed our growing PD options.
- ❖ **Congressional District Staff Visit:** On November 3, at the request of Vanderbilt University's Governmental Affairs Office, Naomi Tyler made a presentation to Congressional Staffers that included an overview of IRIS resources and a tour of the IRIS Website.
- ❖ **TED Conference:** Also in November, at the annual Teacher Education Division Conference in Fort Worth, Texas, IRIS external evaluators Drs. Kristin Sayeski and Bethany Hamilton-Jones at the University of Georgia, and Deborah Smith, IRIS Ambassador and previous director of the IRIS Center, presented *Creating Practice-based Learning Opportunities for Teacher Candidates Using IRIS Open Education Resources and Technology Tools!* In addition, to increase awareness of our Center, IRIS face masks and pens were distributed.
- ❖ **Upcoming Presentation and Outreach Efforts:** During the second quarter of Year 5, IRIS will disseminate information at the following conferences.
  - **National Resource Center for Paraeducators:** In January, the NRCP will host a virtual conference for the Eastern Region that focuses on evidence-based practices and effective behavior management practices. As a Platinum Sponsor, IRIS will be featured in a full-page ad in the NRCP newsletter. Through this opportunity, IRIS hopes to increase use of IRIS resources among paraeducators.

- **CEC Conference:** Although we originally planned to attend this event in-person, changing safety issues related to COVID-19 instead led us to record and submit four IRIS presentations in November for the virtual portion of the 2022 CEC Convention & Expo and 100th Anniversary Celebration, which will be held February 1-4, 2022. Additionally, we will host a virtual exhibit booth. Push notifications will be sent to CEC Conference attendees throughout the event to increase awareness of IRIS as well as to increase the number of visits to our booth.
- **National ESEA Conference:** In February, IRIS will host a virtual booth at the 2022 Elementary and Secondary Education Act Network (ESEA) Conference. Due to changing COVID conditions, the decision was made to attend the conference virtually rather than in-person. In an effort to increase awareness of IRIS and to increase the number of visits to our booth, push notifications will be sent to ESEA Conference attendees throughout the event. Additionally, IRIS resources (classroom behavior management modules, Fundamental Skill Sheet on *Virtual Instruction: Behavior-Specific Praise*) were highlighted in an ESEA 2022 Conference-sponsored marketing email in October.

**TECHNICAL ASSISTANCE:** *IRIS works to increase the capacity of teacher preparation programs to expand the range of resources about evidence-based practices (EBPs) in their courses and program curricula, state and local education agencies as well as PD providers to deliver effective professional development, and independent learners to enhance their knowledge and skills regarding EBPs.*

⇒ **TA & Training:** IRIS works with schools and districts to increase the knowledge and use of IRIS resources. Notes on our recent activities to this purpose can be found below.

- ❖ **Alabama Virtual Training:** In December, IRIS completed a virtual training with special education state directors and coordinators in Alabama. The training, *Using IRIS Resources to Enhance Professional Development and Personalized Learning*, highlighted IRIS resources and demonstrated ways they can be paired and bundled to produce engaging professional development and personalized learning activities that will improve the knowledge and skills of educators. To demonstrate, IRIS created handouts with learning pathways focusing on IRIS behavior and IEP resources. These learning pathways primarily targeted:

#### Participant Feedback

“Great information and resource. Can't wait to dig into the PD modules.”

“The presenters were thorough with the information provided.”

“The resources are phenomenal.”



- Early-career (first-year and emergency certified) elementary teachers
- Early-career (first-year and emergency certified) secondary teachers
- Early-career (first-year and emergency certified) early childhood teachers
- Paraprofessionals

Additionally, IRIS shared how users in Kentucky, Oklahoma, Oregon, and Florida use IRIS resources to mentor new teachers, address teacher shortages, and upgrade the knowledge or skills of current teachers. Because of overwhelmingly positive participant feedback, IRIS plans to conduct more virtual TA trainings in Year 5. Of those who completed a post-training survey, the average ratings on a 5-point Likert scale were:

- Quality of the training: 4.5
- Usefulness of the training: 4.8
- Relevance of the training: 4.7
- Likelihood of recommending IRIS resources to colleagues or others with whom they work: 4.8

⇒ **PD Certificates for Educators:** IRIS PD Certificates for Educators allow individual users to pursue certificates for professional development hours.

❖ **Top-Five:** IRIS keeps careful tabs on which of our resources are the most popular, and our PD offerings are no different. The top-five certificates accessed this quarter were:

1. *Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle*
2. *Accommodations: Instructional and Testing Supports for Students with Disabilities*
3. *Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices*
4. *Differentiated Instruction: Maximizing the Learning of All Students*
5. *Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions*

⇒ **Micro-Credentials:** IRIS received nine submissions or resubmissions during this quarter. The submission and award/deny rates are below. Every teacher who did not earn the micro-credential on their first submission was able to use the assessor feedback to improve their resubmission and earn the micro-credential.

Micro-credential	Submissions	Award	Deny	Resubmissions	Award	Deny
Presentation Accommodations	2	1	1	1	1	0
Response Accommodations	0	n/a	n/a	1	1	0
Setting Accommodations	2	1	1	1	1	0
Timing and scheduling Accommodations	1	0	1	1	1	0

⇒ **School & District Platform Expansion:** Our School & District Platform is a user-friendly and flexible online tool that can help school leaders to organize and track their teachers’ ongoing professional development activities. Recent items of note include:

- ❖ **Updating Accounts:** IRIS continues to update existing accounts in our School & District Platform, as well as to regularly contact schools and districts whose accounts have expired regarding possible renewal.
- ❖ **Platform Queries:** This quarter, the IRIS TA team met with, performed demonstrations of the School & District Platform for, or sent quotes to school districts in Massachusetts, North Carolina, and the Bahamas.
- ❖ **Durham Public Schools:** IRIS is currently working with Durham Public Schools to enroll 146 school administrators in the School & District Platform.

**EVALUATION:** *The IRIS evaluation plan is designed to yield information to guide project activities and to assess whether our goals, objectives, and outcomes have been achieved. Formative and summative data are used to monitor project implementation procedures.*

⇒ **Field-Testing:** Because of the many pandemic-related challenges encountered over the past year and a half, we postponed field-testing until this fall. In September, we recruited six faculty members teaching undergraduate or graduate courses to field-test five modules. Although a few faculty have yet to complete their surveys, the number of students who completed surveys are noted for each of these modules below.

- ❖ *Assistive Technology (2 faculty, 47 students)*
- ❖ *Classroom Behavior Management [Part 1] (1 faculty, 62 students)*
- ❖ *Classroom Behavior Management [Part 2, Elementary] (1 faculty, 17 students)*
- ❖ *Classroom Behavior Management [Part 2, Secondary] (1 faculty, 46 students)*
- ❖ *Family Engagement (1 faculty, 55 students)*

Further, three faculty were recruited to field-test two modules in the spring: *Classroom Behavior Management (Part 2, Elementary)* and *How Administrators Can Support the Development and Implementation of High-Quality IEPs*, both of which are partially field-tested. The survey data will be analyzed early next quarter.

⇒ **Evaluation Projects:** The IRIS evaluation projects are supported by a subcontract from Vanderbilt University to the University of Georgia (UGA). Dr. Sayeski, associate professor (UGA), coordinates and manages all evaluation projects.

❖ **Impact Survey II (Fall 2021):** In 2019, the evaluation team conducted a survey of IRIS users. Survey respondents included faculty, university students, professional development providers, and professional development recipients. In early December, a similar survey (Impact Survey II) was made available to potential respondents (via our Website and listserv) to determine whether there have been changes in who IRIS users are, which IRIS open-educational resources (OERs) are used, how IRIS OERs are used, and the perceived value of IRIS OERs. The survey will remain open through mid-January 2022 and the data analyzed immediately following. Data from the survey will inform future IRIS development work.

❖ **External Evaluator:** Sarah Heinemeier of Compass Evaluation and Research continues to analyze data accessed through GoogleAnalytics, which will help the IRIS team make development and dissemination decisions. The attached full report includes information on Website visits, visitors, user acquisitions, pages viewed per session, page depth, session duration, and more. Of particular interest to the U.S. Department of Education might be the outbound traffic data (see pp. 6-7)—where IRIS users go after leaving the IRIS site, often via recommended materials or embedded links in IRIS resources. Once again, and consistent across quarters, the top outbound site is [ies.ed.gov](http://ies.ed.gov) (Institute for Education Sciences); other OSEP- and ED-funded centers are frequent destinations as well (e.g., CPIR, CEEDAR, NCII, Center on Instruction, the National Professional Development Center on Autism Spectrum Disorder, Reading Rocket). And once again, our Kahoot! quizzes are a consistent top outbound destination, validating the use of these formative assessment tools for both IHE and PD use.

⇒ **Module Feedback:** The IRIS Module Feedback Form, an online survey, asks respondents to self-identify their current positions and to rate our modules' quality, relevance, and usefulness on a scale of 1 to 5 (5 being the highest rating). This quarter there were 2,059 respondents to this survey. The tables below contain a bit more information about those respondents. Similar to last quarter, the increase in use by paraprofessionals/instructional assistants is substantial.

Table 1. Current Positions

Respondents	Number
College Student	667
Graduate Student	401
Experienced Teacher	398
Instructional Assistant/Paraprofessional	217
New Teacher	186
Other	55
School Leader	61
Missing	28
PD Provider	14
College Faculty	26
Parent	6
<b>Total</b>	<b>2,059</b>

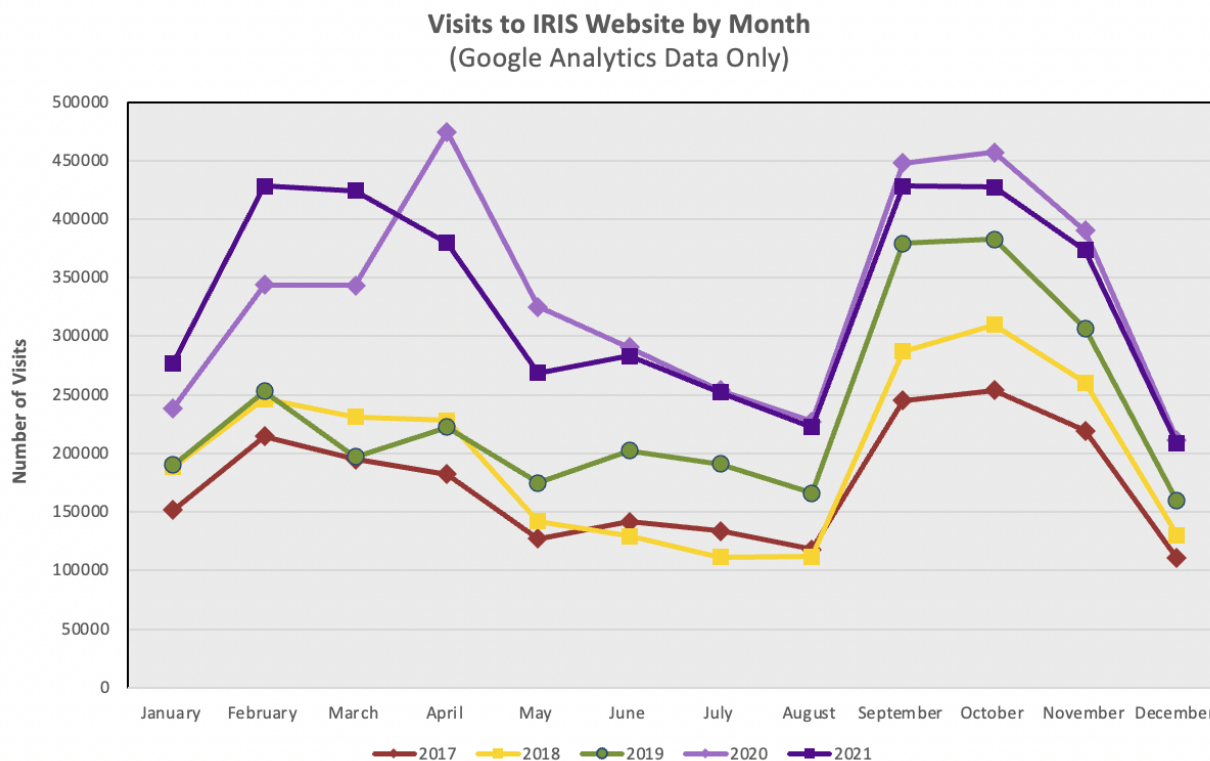
Table 2. Education Area

Response	Number
Special Education	801
General Education	499
Early Childhood Education	364
Early Childhood Special Education	214
Other	98
Missing	56
Early Intervention Services	27
<b>Total</b>	<b>2,059</b>

Table 3. Module Ratings

	Mean Ratings
Quality	4.6
Relevance	4.6
Usefulness	4.6

**Website Visitor Data:** During this quarter, GoogleAnalytics data showed **1,009,652** visits to the IRIS Website, a decrease of 4.6% over the same period in 2020. As depicted in the graph below, this year’s monthly data reflect the typical “IRIS spider” pattern (monthly use increases at the beginning of the spring semester—January and February—and subsequent decreases in March—generally due to spring breaks—and continued decreases at the end of the semester and summer, with a surge again in the fall). Though the pandemic-created increase in traffic during 2020 was significant (an increase of 1,178,433—41.7%—over 2019), we were able to maintain it during 2021. We are already working on strategic communications plans for 2022 to build on, rather than merely maintain, those numbers.



**COLLABORATION & WORKGROUP ACTIVITIES:** *IRIS works in collaboration with other national centers, nationally recognized education experts, and our own IRIS Ambassadors and Workgroups to improve our ability to develop resources, disseminate information about all things IRIS, and offer technical assistance and training.*

⇒ **Partnerships:** IRIS develops partnerships with other organizations to develop and disseminate information about our resources. Read on to learn about our work in this area this quarter.

- ❖ **Ci3T:** In collaboration with the center for Comprehensive, Integrated Three-Tiered Model of Prevention (Ci3T), IRIS is nearing completion on the development of the second fundamental skill sheet that describes a low-intensity strategy for virtual learning environments. Covering virtual precorrection, this new resource will be posted to the IRIS Website next quarter. Ci3T will also provide a link for its users.
- ❖ **TIES Center:** As mentioned above, IRIS is collaborating with the national technical assistance center on inclusive practices and policies, to develop a module that focuses on collaborative planning by general and special education teachers to effectively include students with significant cognitive disabilities in general education classrooms.

- ❖ **NCII:** The National Center on Intensive Intervention builds the capacity of state and local education agencies, universities, practitioners, and others to support the implementation of intensive for students with severe and persistent learning behavioral needs. Because of overlapping goals, IRIS and NCII are perfect dissemination partners, each center sharing information about the other's resources. Additionally, once IRIS has completed revisions to our online glossary of disability related terms, NCII will host that resource on their own site, rather than develop their own, thus reducing a possible redundancy of effort between our two centers. We hope to complete this process in Year 5.
  - ❖ **PROGRESS Center:** IRIS presented during the PROGRESS Center webinar, *Promoting Progress for Struggling Students and Students with Disabilities in Private Schools*.
  - ❖ **NCII and PROGRESS Center:** Representatives from IRIS, NCII, and the PROGRESS Center continue to meet monthly to share ideas and to discuss possible collaborative efforts.
- ⇒ **IRIS Ambassadors:** On October 15, IRIS hosted a virtual Ambassador Meeting to inform these dissemination partners about our latest resources (behavior management modules, virtual Fundamental Skill Sheet, and Parent Tip Sheets). For each module, they were provided Presenter's Guides and Module Spotlights to aid them in their dissemination efforts.