

(A)(1) Need for Project.

(2)(i) Extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and are addressed, including the nature and magnitude of those gaps or weaknesses.

National Need. Across the nation there is a shortage of qualified special education leaders to meet the demand for faculty in higher education (Castle & Arendis, 2003; Hardman, & West, 2003; Sindelar & Rosenberg, 2003; Smith, Robb, West, & Tyler, 2010). Since the mid-1980's the demand for college and university faculty trained in special education has far exceeded the supply (Hardman & West, 2003; Special Education Faculty Needs Assessment (SEFNA), 2011). Between the Chronicles of Higher Education (CHE) (2011) and the National Higher Education Recruitment Consortium (HERC) (2011) there are currently 177 faculty positions available in special education. Although the number of special education doctoral graduates has been increasing, the proportion of them who take academic positions has declined (Pion, Smith, & Tyler, 2003). It is estimated that **institutions of higher learning will lose from 1/2 to 2/3 of their faculty due to retirements in the next six years** and retirements across all special education programs are predicted to increase at an annual rate of 21% per year from 2011 to 2017 (SEFNA, 2011). If we do not increase the number of special education doctoral graduates who aspire to academe, there will not be enough highly qualified faculty to fill these vacancies. This severe lack of special education faculty has a direct impact on the ability of classroom teachers to provide high quality services to students with disabilities.

The cultural and linguistic diversity of our children with special needs is changing. The changing demographics must be reflected in the special education faculty who prepare the special education classroom teachers (Peterson & Showalter, 2010). In the 2008-2009 school

year the demographics for students earning doctoral degrees in education were: Caucasian-65%, African American-18%, Hispanic-6%, Asian/Pacific Islander-3%, and Non-resident-7% (NCES, 2009a). In 2009 the demographics for children receiving special education services were: Caucasian-58%, African American-21%, Hispanic-18%, Asian/Pacific Islander-2%, American Indian-1% (IDEA Data, 2009). Peterson & Showalter suggest that it is important to increase the number of culturally and linguistically diverse special education faculty so they can effectively address diversity issues with preservice teachers who will affect outcomes for culturally and linguistically diverse children with disabilities.

This shortage of special education faculty can also impact our universities in preparing special education teachers. The 2008 American Association for Employment in Education (AAEE) report identified special education as a field with considerable teacher shortage in every region in the United States. **The need for special education teachers is expected to increase by 17 percent from 2008 to 2018**, which is faster than the average for all occupations. Although student enrollments in general are expected to grow more slowly than in the past, continued increases in the number of special education students needing services will generate a greater need for special education teachers (U.S. Department of Labor, 2010). This crisis is chronic and severe, and exists in every geographical region in the United States (Billingsley, 2004; Billingsley & McLeskey, 2004; McLesky, Tyler, & Flippin, 2004) and the shortage of fully certified special education teacher is of particular concern (Boe & Cook, 2006). One major cause of the shortfall is insufficient faculty to prepare these teachers.

Because the responsibility to prepare new teachers falls to the universities, faculty shortages in special education impact the potential to meet the needs of students with disabilities. Although many states, including New Mexico, resort to alternative means of filling these

vacancies, recent research finds that fully licensed special education teachers teach significantly better and are more prepared than those with alternative licensure (Nougaret, Scruggs, & Mastropieri, 2005). In other words, well trained special education faculty produce more highly qualified teachers.

State and Local Need. A review of the CHE and HERC websites revealed that there are currently **177 faculty positions available in special education across the nation**. The following table shows the special education faculty and teacher vacancies in the states surrounding New Mexico.

Table 1. Faculty and Teacher Vacancies

State	Number of Special Education Faculty Vacancies	Number of Special Education Teacher Vacancies
New Mexico	0	28
Arizona	0	103
Utah	0	25
Texas	5	107+
Colorado	1	19
Oklahoma	2	Not known
California	7	400

There are currently 45,957 students receiving special education services from ages 3-21 in the state of New Mexico, which is 13.9% of the school population (NCES, 2009b). These students are entitled to a high quality education delivered by high quality teachers who are

sensitive to their linguistic and cultural needs. In order to maintain the quality of the special education teachers charged with this task, there must be adequate preparation and training for the special education university faculty responsible for their instruction.

The Special Education Component of the Special Education/Communication Disorders department focuses on the preparation of doctoral students who will assume faculty positions that prepare teachers for students with high and low incidence disabilities and will advance research in the special education field. **The university is surrounded by high need, culturally and linguistically diverse public school districts.** These districts provide the sites for research for our doctoral students and also field placements for the preservice special education teachers trained at NMSU (See Appendix B).

(ii) Extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated.

To survive the rigors of tenure track positions and to improve the preparation of special educators, special education leaders need to be well prepared in developing research based methods resulting in improved services for students with special needs. They also need to understand how to develop and deliver special education teacher preparation based on the knowledge required to implement evidence-based practices and documented best practices within the larger framework of education.

The doctoral program being proposed is structured to meet the demands for better research, better training of teachers, and better leadership in special education for the diverse communities found in our public schools. Doctoral students must be prepared to evaluate and integrate knowledge as it is generated, to apply that knowledge and advance the field, to generate

new knowledge, and to understand the diversity of education in which special education students live. Our goal is to develop new college faculty and leaders who are aware of the influences acting on special education and are actively engaged in working on problems of learning and socialization for students with disabilities in multicultural environments. Within the program content of the doctoral program, project participants will choose a major cognate area, which includes assessment, early childhood special education, high incidence disabilities (e.g., learning disabilities, emotional disorders/behavior disorders), low incidence disabilities (e.g., autism spectrum disorders, deaf/hard of hearing, visual impairments) and multicultural special education.

Unfortunately a substantial number of doctoral graduates are either not interested in higher education as a career choice or are unwilling to relocate to faculty jobs available in other parts of the county (Pion et al., 2003). We propose to **recruit and graduate five doctoral scholars** who will be particularly well-prepared to meet the special education leadership needs of universities. Upon graduation, these five students will be positioned to join faculties that conduct research and prepare special education teachers. These graduates can address shortages of faculty, as well as shortages of special education teachers. New Mexico State University (NMSU) (student enrollment 18,552) graduated 12 fully licensed and highly qualified special education teachers in 2010. Using NMSU's graduation rate, the five graduates of the project will contribute to the preparation of 60 special education teachers each year, or 480 to 600 special education teachers during the payback phase of their careers in which they serve special education for eight to ten years for the four or five years they received funding.

Over half of the 177 entry level special education faculty positions in higher education seek individuals with research backgrounds and teaching experiences with diverse cultures.

Doctoral graduates of the proposed project will be appropriate for these positions. We have developed a doctoral training program that emphasizes broad theoretical and practical training in multicultural settings for special education teacher preparation and research based on Boyer's (1990) model of four types of scholarship: Discovery, Teaching, Engagement, and Integration. These experiences will be incorporated in university teaching apprenticeships to prepare special educators who can effectively teach and nurture culturally and linguistically diverse students with disabilities and who can effectively work with multicultural communities. These specific experiences will produce graduates who can compete in the job market and contribute significantly to the improvement of the quality of life for students with disabilities.

Project Goal: The goal of this project is to produce five leadership personnel with a dual focus on research and teaching aimed at the needs of multicultural students with disabilities in public schools. This goal will be achieved through the following five objectives:

Objective 1: To recruit, prepare, retain, and graduate five special education leaders with a Doctor of Philosophy degree in Special Education with knowledge and expertise in research methods and university teaching over the course of the project.

Objective 2: To develop and implement a multidisciplinary training program to provide effective instruction, including evidence-based practices in special education teacher preparation programs.

Objective 3: To initiate research on topics related to the nature and needs of multicultural students with disabilities in public schools or the effectiveness of their educational programs.

Objective 4: To evaluate the effectiveness of various components of the training program in achieving intended outcomes and the success of the graduates from the project in their

professional careers.

Objective 5: To disseminate information about the project data, results, and outcomes at state and national conferences.

(B)(1) Quality of Project Services.

(2) Quality and sufficiency of strategies for ensuring equal access and treatment for eligible participants.

New Mexico State University's policies and procedures for employment adhere to federal policies regarding the recruitment, employment, and advancement of qualified individuals with disabilities and those from underrepresented groups. NMSU does not discriminate on the basis of race, color, national origin, sex, age, disability, or sexual orientation in admission, access to, treatment, or employment in its programs and activities. SELDS will actively provide equal access and treatment to all persons including ethnic minorities, women, and individuals with disabilities. NMSU consists of five campuses; the main campus located in Las Cruces, with satellite campuses in Dona Ana, Alamogordo, Carlsbad, and Grants. NMSU is the largest Hispanic-Serving Institution in the country and attracts a large number of students who are first-generation college students. Based on fall 2010 statistics, the university has **52% minority enrollment**.

Table 2. Demographic Data of NMSU and SPED/CD (2010)

	NMSU	SPED/CD Department
Caucasian	48%	41%
African American	3%	Less than 1%
Hispanic	44%	39%

Asian Pacific Islander	2%	2%
American Indian	3%	4%
International Students/Did Not Disclose	-	13%
Students with Disabilities	8%	3%

Recruitment of participants will target underrepresented groups, including individuals with culturally and linguistically diverse backgrounds and persons with disabilities. Because of our minority enrollment in the undergraduate and graduate special education programs, if we recruit these students into the doctoral program, we will have wide representation of students who are culturally diverse. Students with disabilities will be encouraged to apply and accommodations will be provided to assure they have full access to completing their program. The SPED/CD department has a strong history of recognizing individual students' needs and modifying their programs of study to accommodate students' diverse learning needs. It is the philosophy and disposition of the graduate faculty that students who are willing to work hard to acquire the knowledge and skills necessary to become special education leaders will receive the scaffolding and support necessary to do so.

A **multifaceted recruitment model** will be used to ensure that students from traditionally underrepresented groups and individuals with disabilities are invited to apply for the project. Tam and Rousseau (2001) suggest that finances, family responsibilities, intellectual challenge, and self confidence are among the reasons that minority students do not apply for doctoral study. With the mentoring support provided by faculty and financial support from the project, it is anticipated that these concerns of minority students will be addressed.

At the university level, the Project Director will make personal contacts with the university's recruitment team to augment their recruitment efforts that involve the dissemination

of information, local recruitment, active recruitment at other universities, financial aid including student support from this proposal, and promotional materials. A brochure describing the project requirements and student support available through the project will be available for distribution.

Since graduate faculty teach courses required for the Master of Arts in Special Education, this is an ideal venue to recruit the best and the brightest scholars that are currently enrolled in our Master's program and encourage them to pursue doctoral study. Current faculty research is discussed in these courses and many Master's students assist in faculty research projects and publications.

At the local/community level, we will conduct targeted recruitment among the districts that are members of the Alliance for the Advancement of Teaching and Learning (See Appendix B). The Alliance is comprised of school district superintendents and agencies whose mission is to collaboratively contribute to the success of all children throughout New Mexico and the educators who serve them. There are currently 33 school districts and agencies represented in the Alliance. This is an ideal method to reach educators that represent the cultural and linguistic diversity in New Mexico. Information will also be disseminated via radio and television broadcast on local Spanish language networks.

At the state level, information about the project will be posted on the College of Education-SPED/CD department website. The College of Education's website is disability friendly and W3C compliant at the A level of accessibility and on some pages at the AA level. This website is viewed throughout the state and in other states and countries. Many of the strategies included in the university level recruitment will also be utilized at the state level.

At the national level, information tables are planned for the National Association for Multicultural Education, the Council for Exceptional Children's Teacher Education Division

Conference, and possibly the National Council for Exceptional Children conference to recruit prospective doctoral scholars. Using these vehicles helps ensure that prospective doctoral students and project participants are recruited from traditionally underrepresented groups.

The diverse approaches to recruitment present a promising strategy. Because the focus of this project is to recruit, prepare, retain, and graduate five special education leaders, the **design includes a major effort to locate, assist, accept, and fully train doctoral scholars from underrepresented groups and individuals with disabilities**. These strategies also incorporate the suggestions in Dooley (2003) for increasing the number of ethnically diverse faculty.

(3)(i) Extent to which professional development to be provided reflects up to date knowledge from research and effective practice.

The vision and mission of the graduate faculty is to facilitate the journey from doctoral student to doctoral scholar. The unique features of the program reflect the strong commitment of the faculty to provide **doctoral training that emphasizes inquiry, problem solving, scholarship, and professionalism** through work that is rooted in the cultural and linguistic diversity in southern New Mexico. This program is built on three assumptions: (1) that the development and advancement of the field relies on collaborative innovation and creative problem solving; (2) that inquiry, analysis, and technology are fundamental to the development of leadership-level problem solving; (3) that the diversity of the population of the USA is reflected in the communities and public school districts located in southern New Mexico which provide rich opportunities for research that can generalize to other culturally and linguistically diverse communities across the United States.

The fundamental conceptual structure for the doctoral program described in this proposal is based on Boyer's (1990) four types of scholarship model (discovery, teaching, engagement,

and integration). Courses and key experiences within the doctoral program will assist project participants in developing professional dispositions and competencies aligned with the four types of scholarship. The Doctoral Program Content includes 19 credit hours in Professional Practice, 9 credit hours in Research Design, 9 credit hours in Statistics, 18 credit hours in Dissertation Research, 18 credit hours in the Major Cognate Area, such as assessment, early childhood special education, high incidence disabilities (e.g., learning disabilities, emotional disorder/behavior disorder), low incidence disabilities (e.g., autism spectrum disorders, deaf/hard of hearing, visual impairments) and multicultural special education, and 9 credit hours in a Minor Cognate Area, such as Critical Theory, Psychology, Sociology, or Family Issues for a total credit hour requirement of 82. Within the cognate area, project participants are engaged in a series of courses and projects, all completed with guidance, encouragement, and support from the graduate faculty advisor (See Appendix D).

Scholarship of Integration (Boyer, 1990). Through the scholarship of integration, project participants develop the ability to connect and arrange fact into theory or perspective, to see the simplicity in the complex, and to work and think at the boundaries. The scholars of tomorrow need to be well versed in multiple approaches to research and the type of knowledge each approach yields, theoretically grounded in teaching and learning, and ethically capable of distinguishing fads from fundamental contributions which are evidence-based. The scholarship of integration enables doctoral scholars to anchor their growing knowledge and skills within a network of historical, ethical, and social concerns. Preparation within the scholarship of integration includes informal doctoral colloquia, a professional seminar (SPED 690I), writing assignments attached to core departmental courses (SPED 610 and SPED 690), and opportunities to prepare comprehensive integrated reviews (SPED 698).

Scholarship of Discovery (Boyer, 1990). Through the scholarship of discovery, project participants develop both the capacity for conducting research and the passion for knowing. NMSU is a Carnegie research intensive, doctoral granting institution. As such, it becomes the responsibility of the graduate faculty to ensure that project participants receive the appropriate guidance and mentoring to enable them to become special education leaders and independent scientists. Through a combination of course work designed to develop and refine research skills (SPED 690D, SPED 613, SPED 605, SPED/CEP 693), working with faculty on current research projects to apply research knowledge, and conducting an independent research project (SPED 698, SPED 700), project participants become consumers of research, operationalize research methods, prepare a publishable research paper, and pilot portions of dissertation data.

Scholarship of Teaching (Boyer, 1990). Through the scholarship of teaching, project participants develop both the capacity to practice the art of teaching and their ability to evaluate and share their experiences with the community of scholars. Project participants discover that teaching is not limited to providing lectures; rather, it includes activities such as syllabi development, student design, providing feedback, and designing student projects, among others. Preparation within the scholarship of teaching includes informal doctoral colloquia, a professional seminar (SPED 690T), candidate supervision (SPED 640S), and teaching internship (SPED 640T). In addition, workshops provided by the Graduate School and The Teaching Academy allow for progressively more responsible roles within teaching.

Scholarship of Engagement (Boyer, 1990). Through the scholarship of engagement, project participants develop not only as scientists and teachers, but also as citizens of academia, the professional discipline, and the community at large. The scholarship of engagement addresses complex problems of practice that require creating and sharing knowledge through partnerships

between the community and the university. Preparation within the scholarship of engagement includes informal doctoral colloquia, a professional seminar (SPED 690E), assuming an active role on department committees, and mentoring from and participation with faculty engaged in the policy arena.

Dispositions of Doctoral Scholars. Most graduate students enter the doctoral program with substantial experience in learning through coursework. Doctoral education, however, involves more than transmitting content knowledge and inquiry skills to graduate students. It also involves cultivating dispositions on the values, attitudes, and professional ethics that influence our interactions with peers, students, families, and other professionals in the communities where we live and work.

Dispositions for the doctoral program build on those identified for the undergraduate and Master's programs within the SPED/CD department. Still, the Special Education Component recognizes that each individual who enters into a doctoral education program comes to that process with a unique disposition. That disposition may affect how and what the project participant studies, who he/she works with for their research experience, how much study is needed to be successful, how priorities are set for success, and how stress of a doctoral program is dealt with. The graduate faculty is committed to assisting project participants in refining and deepening those professional dispositions associated with becoming doctoral scholars. By this we mean **tendencies to inquire, problem solve, scholarship, and professionalism.**

Dispositions for the doctoral program include the following:

Table 3. Dispositions for Doctoral Scholars

Disposition	Characteristics
Change Agent	Shows persistence, resilience, flexibility, adaptability; is motivated;

	sees the need for and facilitates change
Collaborator	Uses teaming knowledge and skills; displays collegiality
Communicator	Understands and uses non verbal, cognitive, linguistic, social rules of oral and literate communication, including non-literal language such as humor
Futurist	Has global view of the world; shows multicultural awareness; is technologically knowledgeable
Humanist	Respects individual differences; manifests caring, dignity, and acceptance; is conscientious
Integrator	Integrates, synthesizes, and connects multiple perspectives
Leader	Is a fair, committed, visionary; demonstrates beliefs and values consistent with the profession; is responsible
Ethicist	Is ethical, honest, moral; demonstrates integrity
Problem Solver	Is self aware; analytical; creative
Researcher	Is curious; asks and answers questions; wonders, ponders
Thinker	Uses constructive thinking; reflects in and on action; takes time to think; displays metacognitive skills
Teacher-Learner	Mentors,; models joy of learning; is a life-long learner

Dispositions are developmental in nature and are tempered through experiences. For each of the doctoral dispositions, the faculty is committed to modeling or otherwise illustrating the disposition, to encouraging interactions involving the disposition with peers and other graduate faculty members, and to teaching the disposition directly.

In addition to the dispositions, project participants will be required to meet **specific competencies:**

1. Knowledge of Evidence-Based and Best Practice in Special Education
 - a. Successful completion of at least one course in low incidence and high incidence areas of special education (e.g., learning disabilities, emotional disorder/behavior disorder, autism spectrum disorders, deaf/hard of hearing, visually impaired)
 - b. Complete a literature review related to the student's interest area
 - c. Pass comprehensive examination for eligibility to advance to candidacy
2. Special Education Teacher Preparation
 - a. Collaborate with a public school in a high need area to generate a professional development agenda
 - b. Conduct a seminar at a local school for preservice teachers and their mentors
 - c. Supervise two preservice teachers
3. College Teaching: In collaboration with graduate faculty, develop course work that includes evidence-based teaching strategies and infuses strategies that build on the diversity and strengths of learners who are culturally and linguistically diverse.
 - a. Teach the course
 - b. Document and shape the performance of preservice teachers to meet the State Standards and demonstrate high quality teaching required by NCLB
4. Research and Program Development
 - a. Substantial participation in special education research
 - b. Develop research methods and data collection systems to support dissertation work
5. Professional Dissemination

- a. Formal presentation at a professional conference
- b. Review an article for publication
- c. Develop and submit an article for publication, write a position paper, or write a grant proposal

The program content for all doctoral scholars includes **instruction in professional practice, research design, statistics, and dissertation research**. Additionally, doctoral scholars will choose a major cognate area, such as assessment, early childhood special education, high incidence disabilities (e.g., learning disabilities, emotional disorders/behavior disorders), low incidence disabilities (e.g., autism spectrum disorders, deaf/hard of hearing, visual impairments) or multicultural special education. Graduate faculty in the Special Education Component have specific areas of expertise and research, which provide the foundation for coursework and research for each of these areas. Project participants will have the opportunity to study with different faculty members based on their area of interest. (See Quality of Project Personnel and Appendix C for more detailed information on the faculty)

An Advisory Board of nationally recognized scholars in special education and multicultural special education will meet with the project participants each semester. The Advisory Board will serve a variety of program evaluation roles, as well as mentoring project participants. Responsibilities include monitoring and evaluating student progress and providing feedback on how well project participants are meeting program requirements and expectations. These meetings will provide the platform for project participants to discuss their research projects with national leaders in their field. The Advisory Board adds another layer of expertise and research experience from which the project participants can learn. Project participants will also have the opportunity to collaborate with doctoral students in the programs at each Advisory

Board members' university through meetings each semester where coursework and research projects will be discussed through informal doctoral colloquia.

The following professors have agreed to serve on the Advisory Board (See Appendix B):

Anne Y. Gallegos, Ed. D. is a Regents' Professor of Special Education and the Associate Department Head of the Department of Special Education/Communication Disorders at NMSU. She completed a postdoctoral fellowship in Bilingual/Multicultural Special Education at the University of Colorado, Boulder with Dr. Leonard Baca. Dr. Gallegos is the parent of a child with a disability. She has authored one text, more than 30 journal articles and book chapters, and presented at over 65 national and state conferences. Dr. Gallegos has received over 4.5 million dollars in federal and state funding for projects in special education. Her areas of scholarly activity include multicultural education, learning disabilities and family involvement. Dr. Gallegos administered two OSEP Leadership grants, Dr. Gallegos (as Director) and the faculty in the Department of Special Education/Communication Disorders mentored 17 of 20 students to the completion of the PhD in the four-year time allotted. Of those 17 new PhDs, 10 students were Hispanic, 2 were Middle Eastern, 1 was African American, 1 was Native American, 1 was East Indian, and 2 were Anglo. Of that group, one student had a disability and three were parents of students in special education. In addition to the Leadership grants, Dr. Gallegos has administered Office of Special Education (OSEP) funded programs since 1983 and has supported over 250 students on related projects. Dr. Gallegos has actively participated with the Council for Exceptional Children's Division on Diverse Exceptional Learners (DDEL), serving as state president for the division. She currently provides consulting services to the Monarch Center at the University of Illinois/Chicago, mentoring special education faculty at Minority Institutions in personnel preparation issues.

Ruth Luckasson, J.D. is a Distinguished Professor, Regents' Professor and Professor of Special Education in the College of Education at the University of New Mexico, where she is Chair of the Department of Educational Specialties. She is a Past President of the American Association on Intellectual and Developmental Disabilities (AAIDD). Professor Luckasson currently serves on The Arc-US Legal Advocacy and Human Rights Subcommittee. She also serves on the World Health Organization (WHO) Working Group on the Classification of Intellectual Disabilities for the ICD-11. She previously served on the President's Committee on Mental Retardation (now PCPIDD), the Board of Trustees of the Judge David L. Bazelon Center for Mental Health Law, and as Chair of the American Bar Association's Commission on Mental and Physical Disability Law. Professor Luckasson has published widely in the areas of special education and community living for individuals with intellectual disability. She is author or co-author of many books and articles.

Leonard Baca, Ed.D. is a professor of education and director of the BUENO Center for Multicultural Education, University of Colorado, Boulder. The BUENO Center has been in operation for 30 years and has generated nearly \$55 million of external funding. BUENO projects involve teacher training as well as research and community outreach in the areas of bilingual and multicultural education. Dr. Baca is a member of several professional organizations including the National Association of Bilingual Education, Teachers of English as a Second Language, the Council for Exceptional Children, the National Association for Multicultural Education and the American Educational Research Association. He serves on the editorial boards of several journals including the *Bilingual Research Journal*, *Multicultural Perspectives*, and *Remedial and Special Education*. His research has been in two main areas: bilingual teacher education and bilingual special education. He just completed a five-year longitudinal study on

bilingual teacher training for the Center for Research on Education, Diversity, and Excellence (CREDE) at the University of California at Santa Cruz. This study included a large national survey and ten in-depth case studies in states with large numbers of English language learners. A book manuscript for this project is under preparation. Over the past several years he has done research on bilingual special education in terms of program models and best practices. Dr. Baca is currently the co-principal investigator for a research grant from the U.S. Department of Education to study the Spanish version of the Colorado Student Assessment Program (CSAP) test. This is a two-year study of six classrooms, which will yield information that will inform policy on the use of this test with bilingual students in Colorado.

Alfredo J. Artiles, Ph.D. is a professor of culture, society, and education in the School of Social Transformation, College of Liberal Arts and Sciences at Arizona State University. Dr. Artiles studies how constructions of difference (e.g., on the basis of race, class, language background) influence schools' responses to the needs of diverse students. His research examines special education placement practices as a window into schools' cultural constructions of difference. Some of his work tracks disability placement patterns to inform research and policy. A related strand of his research focuses on how teachers learn to use a social justice perspective as they teach diverse students. He uses a comparative perspective (across local and national contexts) in his research. Dr. Artiles is the Co-PI of The National Center for Culturally Responsive Educational Systems (NCCRES), a project funded by the U.S. Department of Education's Office of Special Education Programs. The purpose of this project is to provide technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education. The project targets improvements in culturally responsive practices, early

intervention, literacy, and positive behavioral supports. (See Appendix C for CV for the Advisory Board)

(ii) Training and professional development services to be provided are of sufficient quality, intensity, and duration.

Project participants will complete a **Doctor of Philosophy degree in Special Education**. Over the five years of project funding, five students will complete a program of study requiring a minimum of **82 credit hours which includes courses on professional practice, research design, statistics, dissertation research, and a major cognate area**. Participants will demonstrate course competencies and evaluation procedures as specified in the course syllabi (Appendix E), reflecting their experience in becoming a special education leader. The proposed doctoral program will prepare leaders who will be able to mentor and teach teachers across the range of disabilities. The doctoral program requires performing research in special education, teaching preservice teacher preparation courses, and supervising teacher candidates in local public schools, many of which are designated as **underperforming schools** by the state test scores and are located in **high poverty areas** which will give the project participants the opportunity to translate research into practice. The SPED/CD department has well established partnerships with two of the local school districts, Las Cruces Public Schools and Deming Public Schools for both research and placement of preservice teachers. Both of these districts are high need and high poverty areas (See Appendix B).

The level of funding in this proposal will encourage project participants to commit to four years of full-time study and complete the degree within that time frame. The program will be comprehensive and provide a coherent body of knowledge. Courses are offered at 4:30pm or 7:00pm, enabling project participants to combine research and supervision in the public schools

with their university studies. Doctoral students will be encouraged to form cohorts for support and collaboration in their program of study.

Research and Teaching Experience. Project participants will spend **15 hours every week throughout the first two years of the doctoral program in research apprenticeships** with faculty who are studying the nature and needs of students with disabilities. This apprenticeship is not a job, but rather essential experience to shape the project participants' understanding of local needs and potential solutions. During the last two years of their program, **project participants will commit to 20 hours/week working with graduate faculty** in developing their own research agenda and developing their dissertation research project.

The program also requires that **students participate in university teaching experiences for 5 hours/week** during the first two years of their program. During this time, project participants will work with graduate faculty in developing syllabi, planning lectures and class activities, and providing instruction for preservice teacher preparation. This requirement prepares project participants for assuming faculty positions through mentoring from graduate faculty and involvement in faculty responsibilities, making them attractive candidates for faculty vacancies.

The following table represents the typical schedule for a first year student in this project.

Table 4. Sample First Semester Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8:30-1:30 Research with graduate faculty		8:30-1:30 Research with graduate faculty		8:30-1:30 Research with graduate faculty
4:30-7:00 CEP 511	4:30-7:00 SPED 610		3:00-8:00 Teaching	

Edometrics	Current Issues in SPED		apprenticeship	
7:00-9:30 SPED 685 Introduction to ASD (Major Cognate course)		7:00-8:30 SPED 690D Professional Seminar- Discovery		

Dispositions and Competencies to be Acquired by Project Participants. By the time project participants graduate, they will have developed proficiency in professional dispositions as a change agent, collaborator, communicator, futurist, humanist, integrator, leader, ethicist, problem solver, researcher, thinker, and teacher-learner. Additionally, they will have demonstrated broad current knowledge in special education preservice teacher preparation and the use of evidence-based interventions for culturally and linguistically diverse students with disabilities. They will have successfully completed tasks associated with university teaching, and conducted research in diverse public school communities targeted toward their specialty area. Knowledge will be acquired through intensive and focused evening coursework, professional seminars, and informal doctoral colloquia. Performance competencies will be completed through daytime research and evening teaching apprenticeships. Trainees will be evaluated on professional projects and performance in research, teaching, and writing.

(iii) Training and professional development services to be provided are likely to alleviate the personnel shortages.

Special Education Faculty Shortages. The proposed project will address critical present and projected special education leadership needs in the following manner:

1. Funding five qualified doctoral students each year through the course of the project will ensure timely graduation of five individuals (with more in the pipeline) who will be highly qualified additions to the employment pool to fill essential faculty positions in special education
2. Project graduates will be well-versed in special education issues so they can assume leadership roles in the educational community and ensure that teachers they train will be highly qualified and able to assume appropriate collaborative roles in schools.
3. Project graduates will design evidence-based, conceptually sound, culturally conscious research-based courses for the preparation of special education teachers (Au, 2003)
4. Project participants will be active researchers who have participated in and presented the results of research studies and who understand the proper conduct of qualitative and quantitative research

It is anticipated that five doctoral scholars funded by the project will complete their doctoral program in four years. Since some current doctoral students who have already started their program may be funded by the project, they would complete their program in less than four years, making room for accepting additional project participants through the course of the five years of the project. In this scenario, more than five project participants may graduate with their doctoral degree; however, the goal is to ensure that five students funded by the project will complete their program of study and meet the dispositions and competencies listed above.

Impact of the Program on Teacher Shortages. It is important to consider the impact each graduate of this program could produce. We anticipate five graduates over the course of the

project funding. In a single academic year (2010) NMSU graduated 12 fully licensed and highly qualified special education teachers at the Bachelor's and Master's levels. Each special education teacher has approximately 8-18 children with disabilities in their care. Thus, each of the graduates of the project can prepare teachers to impact 96 to 216 students with disabilities each year they continue to work in a professional role. After five years, each graduate of the project will produce a cadre of 60 teachers that will impact 480 to 1080 students with special needs. Looking at five graduates of the project during the payback phase of the career (8-10 years) the project participants will train 480 to 600 teachers who will impact on 6,240 to 7,800 students with disabilities, assuming a class size average of 13.

The project is planning to ensure that quality service will continue beyond the funding period by requiring participants who receive financial assistance to subsequently work in special education for a period of two years for every year for which assistance was received; the mechanism to be employed will require participants to sign a SELDS Service Agreement to serve special education for the required term based on requirements of 34 CFR 304.30 (Appendix F). This agreement will be signed in advance and will also require the participants to agree to communicate with the project office each year to assure currency of addresses.

Participants will not be required to work as a condition for receiving the scholarship.

(iv) Professional development to be provided involves the collaboration of appropriate partners.

Collaborative activity will be an integral part of this project. The College of Education and the SPED/CD department have **numerous professional partnerships** with area schools that focus on research-based educational practices such as universal design for learning, cooperative learning, integration of technology, and inclusive learning. These schools are often designated as

underperforming schools located in high need and high poverty areas. The graduate faculty has a strong record of assistance to local public schools, providing assistance to teachers and developing collaborative relationships. Graduate faculty also provide consultation and training for local school districts on evidence-based practices for children with autism, implementing visual supports in the self contained and inclusion classroom, behavior management strategies for ED/BD students, transition services, parent advocacy, etc. These ongoing relationships provide additional opportunities for doctoral students to work in and with school districts in meaningful ways. The faculty also has a strong history of maintaining and fostering ties with graduates of the program.

In addition to the collaborative relationships with our local school districts, the SPED/CD department also **works collaboratively with community agencies** that provide externship sites for training and research opportunities for our doctoral scholars. Aprendamos Intervention Team has several collaborative projects with the SPED/CD department, including a summer camp for children with autism (See Appendix B).

(C)(1) Quality of Project Personnel.

Detailed information is provided in personnel curriculum vitae (Appendix C). All graduate faculty are highly experienced and well qualified for the roles that they will fulfill in the project.

(2) Extent to which the applicant encourages applications for employment from persons who are members of groups that have been traditionally underrepresented based on race, color, national origin, gender, age, or disability.

In philosophy and practice, NMSU is an equal opportunity agency, which secures employees from the most qualified candidates available, regardless of race, color, national origin, gender, age, or disability. Every effort is made to recruit employees with proven potential or

abilities in the field of special education.

The **Special Education Component faculty is highly qualified** to make significant contributions to the development and training of future special education leaders. The diversity of our faculty is an especially important asset. The current faculty includes both genders with women representing 75% of the component faculty. Included are two individuals with physical, learning, and other health related disabilities, an age range from thirties to sixty plus, and representatives of several ethnic, cultural, and racial groups including one African American and three Hispanic. Secretarial/office staff includes two Hispanic women. Three faculty are parents of children with learning disabilities. These numbers demonstrate an ongoing commitment to the recruitment and employment of highly qualified faculty and staff who are members of underrepresented groups.

This project is specifically designed to **promote and foster the participation, mentoring, and preparation of individuals from traditionally underrepresented groups.** Efforts will include the recruitment strategies listed in section (B)(2) on pages 7-10. The university is committed to providing equal access and to prohibit discrimination based on race, color, religion, gender, national origin, or age. It is the policy of NMSU **to provide equal opportunity for employment and advancement of all qualified individuals,** to prohibit discrimination in employment or in participation in teacher preparation programs, and to promote the full realization of equal opportunity through a positive continuing program of affirmative action.

(3)(i) Qualifications, including relevant training and experience, of key project personnel.

The graduate faculty in the Special Education Component are uniquely suited to prepare leadership personnel for students with disabilities. These faculty teach the required courses for

the doctoral program in special education, as well as the major cognate area courses. All have worked with general as well as special educators, providing preservice and inservice instruction. Additionally, they have been involved in numerous research projects designed to study the needs of students with disabilities, including the cultural and linguistic diversity of these students. The graduate faculty of the Special Education Component will provide their teaching, research mentoring, and advising time as part of their normal workload.

Project Director: Kathleen A. Cronin, Ph.D. will commit .25 FTE annually to run the grant. She is an assistant professor in the Department of Special Education/Communication Disorders. Dr. Cronin specializes in the area of autism spectrum disorders. She obtained her doctorate from the University of California, Riverside. Prior to earning her doctorate she earned a Master of Science in Counseling and Administration, and a Master of Arts in Education/Special Education. She holds teaching credentials for Multiple Subjects K-12, Specialist-Severely Handicapped, Resource Specialist Certificate of Competence, School Counseling with a Behavior Intervention Case Manager supplemental authorization, and Administrative Services. She worked in the public school setting for over 25 years as a general education and special education teacher, middle and high school counselor, and site and district office administrator. In her position at the district office, she was responsible for designing, implementing, and overseeing the district's programs for children with autism. She has presented workshops throughout southern New Mexico on the use of evidence-based practices for children with ASD. Her research interests include reading skills of children with autism and play and social skill interventions for children with autism.

Eric J. López, Ph.D. is a full professor and the Department Head of the Department of Special Education/Communication Disorders department. He received his Ph.D. in School Psychology

from the University of Iowa and his Education Specialist-School Psychology from the same university. He holds National Certification as a School Psychologist and Educational Diagnostician. He is the Stan Fulton Chair for the Improvement of Border and Rural Schools, Co-Chairs the Alliance for the Advancement of Teaching and Learning and serves as the Principal Investigator for Southern ENLACE (Engaging Latino Communities in Education). The Alliance is a collaborative of 17 school districts and several other educational agencies organized to contribute to the success of children throughout New Mexico, with a primary focus on the southern part of the state, and the educators who serve them. The Alliance has provided technical assistance and professional development opportunities for partnering districts and districts throughout the state of New Mexico. He has consulted at the local, state, national, and international levels. His research interests are in the areas of multicultural assessment, consultation, and interventions.

Anne Y. Gallegos, Ed. D. is a Regents' Professor of Special Education and the Associate Department Head of the Department of Special Education/Communication Disorders department. She completed a postdoctoral fellowship in Bilingual/Multicultural Special Education at the University of Colorado, Boulder with Dr. Leonard Baca. She earned her Ed.D. in Curriculum and Instruction/Special Education from NMSU. Dr. Gallegos is the parent of a child with a disability. She has authored one text, more than 30 journal articles and book chapters, and presented at over 65 national and state conferences. Dr. Gallegos has received over 4.5 million dollars in federal and state funding for projects in special education. Her areas of scholarly activity include multicultural education, learning disabilities and family involvement. Dr. Gallegos administered two OSEP Leadership grants. Dr. Gallegos (as Director) and the faculty in the Department of Special Education/Communication Disorders mentored 17 of 20

students to the completion of the PhD in the four-year time allotted. Of those 17 new PhDs, 10 students were Hispanic, 2 were Middle Eastern, 1 was African American, 1 was Native American, 1 was East Indian, and 2 were Anglo. Of that group, one student had a disability and three were parents of students in special education. In addition to the Leadership grants, Dr. Gallegos has administered Office of Special Education (OSEP) funded programs since 1983 and has supported over 250 students on related projects. Dr. Gallegos has actively participated with the Council for Exceptional Children's Division on Diverse Exceptional Learners (DDEL), serving as state president for the division. She currently provides consulting services to the Monarch Center at the University of Illinois/Chicago, mentoring special education faculty at Minority Institutions in personnel preparation issues. Dr. Gallegos is proficient and literate in English and Spanish.

Kathleen Chinn, Ed.D. is an associate professor and the chair of the Special Education Component. She earned her Ed.D. in Deaf Education-Deaf Studies and her M.S. in Deaf Education-Habilitation from Lamar University in Beaumont, Texas. Her dissertation was on the etiology of deafness. She holds three Texas Professional Teaching Certificates – Deaf Education K-12, Regular Education K- 6, and Speech K-6. Her interests for research lie in the areas of vestibular effects of cochlear implantation, rural and border issues in deaf education, and special education. She is currently the Principal Investigator on a million dollar sub-award from Utah State University, an i3 grant assessing the effects of an additional 25 day school year for children in grades k-3. Dr. Chinn is experienced in Middle Eastern culture and proficient in Arabic.

Monica R. Brown, Ph.D. is an associate professor in the Special Education/Communication Disorders department. She earned her Ph.D. in Special Education with specializations in Learning Disabilities, Mental Retardation, Technology, and Multicultural Special Education

from the University of Nevada, Las Vegas. Her current research interests include disaffected adolescents, multicultural special education, technology access and use, and secondary education. Dr. Brown teaches general special education courses as well as courses with an emphasis on secondary special education. She is a member of five journal editorial boards and is an Associate Editor for *Diversity of Intervention in School and Clinic*.

Elissa Poel, Ph.D. is an associate professor in the Special Education/Communication Disorders department and serves as the Director of Field Practices for Special Education. She earned her Ph.D. in Curriculum and Instruction with Emphasis in Bilingual Special Education from NMSU. She currently holds State of New Mexico Level III-A Instructional Leader K-12 Special Education License, State of New Mexico Level III-A Instructional Leader 7–12 Secondary Education, Endorsement in Business Education, State of New Mexico Level III-A Instructional Leader License, and State of New Mexico Level III-B, K-12 Administrative License. Her teaching responsibilities and interests are in the areas of teacher preparation, inclusive practices, international student teaching, specific learning disabilities, and assistive technology. She has presented at local, state, national, and international conferences and has numerous publications to her credit. Her mission has been and continues to be to improve the quality of life for individuals with disabilities. Dr. Poel is the Co-PI of Reaching the Pinnacle, a program funded by the National Science Foundation and housed in the College of Engineering on campus. The focus of Reaching the Pinnacle is to recruit, mentor, and retain individuals with disabilities into STEM programs and careers.

Loretta Salas, Ed.D. is an associate professor in the Special Education/Communication Disorders department. She received her doctorate in Curriculum and Instruction with an emphasis in Multicultural Education/Critical Theory and a minor in Bilingual Special Education.

She is a licensed special education teacher and school counselor in the state of New Mexico. Dr. Salas teaches graduate classes on bilingual/multicultural special education courses and general special education. She has previously served as the Coordinator of Early Childhood Special Education. Recently she developed the qualitative research class (SPED 605) specifically for the special education doctoral students. Her research interests center around multicultural special education and family issues.

Michael Fitzpatrick, Ph.D., is an assistant professor in the Special Education/Communication Disorders department. He earned his Ph.D. in Special Education-Leadership and Teaching from the University of Kansas. He holds teaching licenses for Mild/Moderate-Learning Disabilities, Mild/Moderate-Behavior Disorders, and Elementary K-6. For the past fifteen years, he has developed and incorporated innovative video based technologies, media literacy, and computer mediated instructional strategies to improve the overall functioning and life outcomes of students with learning disabilities, severe emotional behavior disorders, and other behavioral deficits specifically in urban school settings. Dr. Fitzpatrick has focused his research and teaching on Media Literacy Strategies and Technology Integration in order to impart knowledge so preservice and inservice educators learn how to obliterate the unwitting and unquestioning acceptance and absorption of our ubiquitous symbolic environment. Each study/course focus on dissecting mass media and requires participants/students to construct and employ critical thinking pedagogy about the effects of social engineering, media saturation, and the synthetic reality created by our giant popular culture machine in relation to K-12 education.

Advisory Board. An Advisory Board of nationally recognized scholars in special education and multicultural special education will meet with the project participants each semester. The Advisory Board will serve a variety of program evaluation roles, as well as mentoring project

participants. Responsibilities include monitoring and evaluating student progress and providing feedback on how well project participants are meeting program requirements and expectations.

Anne Y. Gallegos, Ed.D., Ruth Luckasson, J.D., Leonard Baca, Ed.D., and Alfredo Artiles, Ph.D. have agreed to serve on the Advisory Board. Their brief biographies are included in section (B)(3)(i) on pages 17-19. Letters of support are in Appendix B and curriculum vitae may be found in Appendix C.

(D)(1) Quality of the Management Plan.

(2)(i) Adequacy of the management plan to achieve objectives.

The management plan serves as a blueprint for running the project and provides the means to evaluate the effectiveness of the project in meeting the goal of preparing highly qualified special educators leaders, particularly those that are culturally and linguistically diverse. The budget plan, timelines, and activities for accomplishing project tasks are adequate to achieve the goals and objectives of SELDS.

(ii) Adequacy of procedures ensuring feedback and continuous improvement in the operation of the proposed project.

The Project Director will be responsible for all grant activities, including grant management. She will ensure that recruitment activities are undertaken, that students are admitted to the program, and that students are informed of the availability of funding for this project and the requirements for this doctoral specialization over and above the requirements for doctoral study in the SPED/CD department. The Project Director will obtain and assure continuous feedback to evaluate and improve the project based on the evaluations as described in Section F (pp. 43-49) and Appendix G. She will also inform students of their responsibility to perform professional work in special education in return for funding (See Service Obligation

Agreement in Appendix F). Monthly evaluation of the project activities by the Project Director will ensure that project activities are meeting the proposed guidelines and that progress towards achieving the goal and objectives is ongoing. The Project Director will chair the Advisory Board that will review student progress and opportunities, and assure that students move through each phase of their program. She will also monitor the allocation of resources, particularly the funding for student support. The Special Education Leadership Team (Drs. Lopez, Gallegos, and Chinn) will oversee course scheduling so that courses that are needed are available to students. The graduate faculty listed in section (2)(i) (pp. 27-31) will teach the required courses for the doctoral degree, as well as the courses constituting the major cognate areas. Graduate faculty also engage in student mentoring on teaching and research projects as part of their normal workload.

All graduate faculty in the Special Education Component are eligible to serve as advisors for the doctoral trainees, with doctoral students ultimately selecting their specific advisor. Dr. Cronin will take primary responsibility for directing the evaluation activities and reporting requirements that are part of this project. Because the Special Education Component meets once a month, communication will be easy to coordinate. The Advisory Board will be convened by Dr. Cronin and meet twice each year for the purpose of evaluating student research projects and reviewing annual progress reports. **The quality of the Advisory Board is outstanding**, with representation from among the top leaders in special education and multicultural education in the country. The Advisory Board will be responsible for reviewing programs of study, research assignments, teaching apprenticeships, and project evaluation and data.

The evaluation process (See section (F) pp. 43-49) will generate data on the program's effectiveness that will be used for program improvement. The **evaluation plan employs a four level design**: (1) documentation data to provide information on the demographics of students

who apply and are selected for the project, (2) data from the students and graduate faculty to measure the quality of the program, (3) student performance data to evaluate the effectiveness of the program, and (4) outcomes in the positions graduates of the program accept. The data collected from this evaluation plan will be examined at the Advisory Board meetings and used to make improvements in the program. Data will be collected through course projects, research products and outcomes, teaching apprenticeship evaluations, and annual progress reports completed by project participants and their advisors. Students and advisors will complete the Doctoral Progress Report found in Appendix G. The Project Director will review these evaluations to assure adequate progress in the program. Peer and/or faculty mentoring and support services will be provided for students who may require additional assistance to complete the program.

(iii) Extent to which time commitments of the Project Director and other key proposed project personnel are appropriate and adequate to meet the objectives of the proposed project.

The time commitments of the Project Director, Special Education Component graduate faculty, and the Advisory Board are appropriate and adequate to meet the goal and objectives of the proposed project. Teaching courses, advising, research, and teaching apprenticeship supervision are part of the normal faculty workload and therefore are not included in Table 5 so as to not inflate the FTEs. The days shown in Table 5 represent the major activities that will increase the normal faculty workload and responsibilities which emerge as a direct result of project implementation. Project participants will be enrolled in full-time study (9 credit hours each semester and 6 credit hours during the summer session) and these courses will be taught by Special Education Component graduate faculty. The allocation of days per year is based on a 260

day academic year.

Table 5. Personnel Loading Chart in Days/Year

Activity	Project Director (.25 FTE)	SPED Component Graduate Faculty (each)	Advisory Board	Timeline (Annual by month)
Recruitment	5	1		February-May
Orientation	1			August
Monthly meetings (Normal faculty workload)	1.5	1.5		3 rd week August-May
Evaluation of project activities	10		1	January-April
Report preparation	5			March
Advisory meetings	3		2	January and April
Review of doctoral progress	3	2	.5	April
Budget monitoring	2			January-December
Project Director's Meeting	3			July
Project management	24.5			Year round
Dissemination of information regionally and nationally	6			October and April
Manage the service obligation database	1			Ongoing
Total Days	65	4.5	3.5	

The Project Director and Special Education Component graduate faculty will review prospective doctoral student applications as per Department policy, utilizing the Faculty Circulation Review. This provides input from faculty regarding the applicant's qualifications, letters of recommendation, and scholarly writing sample. Graduate faculty time will be contributed as normal faculty workload responsibilities, thereby not incurring administrative budget expense. Monthly faculty meetings are considered part of the normal faculty workload

and responsibility.

The Project Director will coordinate the collection of annual evaluation forms for project participants. These forms are included in Appendix G and will be discussed more thoroughly in Section F (pp. 43-49). Dr. Cronin will maintain project files and handle any correspondence related to inquiries and recruitment. She will also file the required annual report, enter and maintain project student data, and report on the GRPA activities. Her current grant commitments are 25% to OSEP H325K100429.

Graduate faculty will teach doctoral courses as part of their normal faculty workload. SPED 690 (Professional Seminar) is taught every semester and is rotated among the graduate faculty in the Special Education Component. Other courses, such as SPED 610 (Current Issues) and SPED 613 (Current Research) are offered once a year. SPED 640 (Internship in Teaching and Internship in Supervision) are also offered each semester.

(E)(1) Adequacy of Resources.

(2)(i) Adequacy of support, including facilities, equipment, supplies, and other resources from the applicant organization.

New Mexico State University is a land-grant university, is classified as a Carnegie Doctoral/Research University-Extensive, and is a member of the Hispanic Association of Colleges and Universities. The main campus is located in Las Cruces, which is located 40 miles north of El Paso, Texas and Juarez, Mexico. There are four satellite campuses located in Dona Ana, Alamogordo, Carlsbad, and Grants. In addition, the Las Cruces campus provides courses and academic programs via distance education technologies. Minority enrollment for NMSU is 52%.

NMSU has nine colleges and offers 21 Doctoral programs (Ph.D.), 3 Educational

Doctoral programs (Ed.D.), 51 Master's degree programs, 87 Bachelors degree programs, and 4 educational specialists. The College of Education houses five academic departments: (1) SPED/CD, (2) Curriculum and Instruction, (3) Counseling and Educational Psychology, (4) Educational Management and Development, and (5) Human Performance, Dance, and Recreation. The SPED/CD department offers undergraduate, Master's and Doctoral programs in special education with specializations in Autism Spectrum Disorders, Bilingual/Multicultural Special Education, Early Childhood Special Education, Educational Diagnostics, Special Education/Deaf-Hard of Hearing, and Special Education Administration.

NMSU has two libraries located on its main campus and over 21 research facilities. As a research-extensive institution, NMSU is the recipient of substantial internal and external research dollars that are used to support its ability to conduct further investigations. The NMSU Library is the primary provider of print and electronic information which supports learning, teaching, research, and service at New Mexico State University. The NMSU Library acts as a partner in the education process by providing access to information through its collections, information services, facilities, and staff. In its collections there are more than 2 million items as well as interlibrary loan services that accesses world-wide collections. The library system has an extensive electronic component, including access to abstracts and full-text journals.

NMSU is excellently equipped with state of the art "smart" classrooms. The campus maintains a campus-wide high speed digital data network available to all users. There are many computer labs located around campus. There are two computer labs in the Speech Building, where the SPED/CD department is located and at least three labs available for student or classroom use located in O'Donnell Hall, where the College of Education is housed. Most of the SPED classes are held in these buildings.

There are several offices on campus that may be useful in supporting student needs. They are: The American Indian Program, The Black Studies Programs, Campus Tutoring Service, Chicano Programs, Sexual and Gender Diversity Resource Center, Student Accessibility Services, Student Success Centers, Veteran's Programs, The Border Health and Education Research Cluster, The Office of the Vice Provost for International and U.S. Border Programs, and the Center for Latin American Studies. There is ample support on campus to support culturally and linguistically diverse students.

The **SPED/CD department has a 90% completion rate for students entering a doctoral program.** The department will provide sufficient supplies, space, and access to technology to assist students in the successful completion of their program. This includes classroom space and access to the student computer labs located in the Speech Building and O'Donnell Hall (See Letters of Support in Appendix B). There is office space and technology available for project participants in the Speech Building. The department also has a conference room equipped with video-teleconferencing technologies which will be used for Advisory Board meetings. Because we have the technology to speak with several sites at one time, Advisory Board members do not have to travel to NMSU for meetings, thereby keeping administrative costs in the budget to a minimum so that maximum dollars can be allocated for student support. The Polycom system was purchased through a grant from the University of South Florida's project entitled "Linking Academic Scholars to Educational Resources (Project LASER)," which was a technical assistance project of the U.S. Department of Education's Office of Special Education Programs; PI: Dr. Brenda Townsend, Professor of Special Education.

Research and graduate education are inextricably linked. At NMSU, we are committed to providing outstanding graduate education opportunities for students. The **Office of the Vice**

President for Research strives to significantly increase mentored research experiences for graduate students, to improve research labs and facilities, and to support interdisciplinary research collaborations across colleges. This year the Research Office has initiated new programs to provide both undergraduate and graduate research assistantships beyond those routinely provided by externally funded programs.

The **University Research Council** was established to foster research at New Mexico State University. Its role is to offer advice to the Vice President for Research and the Executive Vice President regarding research affairs at the University. The council defines needs of the faculty and other researchers; analyzes services, policies, and procedures that affect research; and makes recommendations which, in its view, will facilitate the research process and research productivity at the University.

In addition to university-wide research support through the Office of the Vice President for Research, the College of Education has developed the **Center for Educational Research** whose mission is to ensure that the College of Education remains connected to the needs of preK-20 education, health promotion, clinical service, and community development by providing research in support of the land grant and Hispanic-serving mission of the University. The Center for Educational Research offers programs that benefit pre-K-20 educators, state policy makers, and an audience of national and international research professionals. Their commitment is to help better serve diverse populations, enhance recruitment and retention of Hispanic students, and promote effective educational leadership. In order to meet these and other challenges, the Center for Educational Research invests itself fully in bilingual and TESOL education, early childhood development, Science, Technology, Engineering, and Mathematics (STEM) education, literacy and biliteracy education, counseling and school psychology, special education, health and

human performance.

(ii) Extent to which the budget is adequate to support the proposed project.

The administrative costs of this project have been held to a minimum so that maximum support can be provided to project participants. The budget is adequate to support the proposed project and management thereof. The proposed budget supports project costs for **student support with 88% of the funds** over the five years going to support students. Project director, non-educational supplies, and educational materials are all items that are judged to be necessary in order to complete the project successfully. The Budget Justification specifically describes these costs. **Travel is budgeted to attend the required meeting in Washington, D.C.**

(iii) Extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

The costs are reasonable in relation to the objectives, design, and potential significance of the project. The student support request, including stipends, tuition and fees, and student travel to conferences is 88% of the total request. Graduate faculty teaching, research mentoring, and advising time are considered part of their normal workload so these activities are not charged to the project. Funds for participant support are the major budget item as the primary goal of the project is to prepare highly qualified special education leaders with a dual focus on research and teaching. One of the project objectives is to prepare participants from groups that are traditionally underrepresented and from culturally and linguistically diverse backgrounds. A major value is the positive impact of such highly qualified special education leaders on the profession, the special education teachers they will prepare, and individuals with disabilities and their families who will receive the benefit from these teachers. Because the project design requires that a careful evaluation plan be implemented, it is judged that this will assure that funds

are reasonable in relation to the significance of the anticipated outcome.

(iv) Extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

The funding requested will be utilized to support and graduate five special education leaders with a Ph.D. in special education with knowledge and understanding of students with disabilities who are culturally and linguistically diverse. Last year NMSU graduated 12 fully licensed and highly qualified special education teachers at the Bachelor's and Master's levels. Each special education teacher has approximately 8-18 children with disabilities in their care. Thus, each of the graduates of the project can prepare teachers to impact 96 to 216 students with disabilities each year they continue to work in a professional role. After five years, each graduate of the project will produce a cadre of 60 teachers that will impact 480 to 1080 students with special needs. Using NMSU's graduation rate, the five graduates of the project will contribute to the preparation of 60 special education teachers each year, or 480 special education teachers during the payback phase of their careers in which they serve special education for eight years for the four years they received funding. If you assume an average class size of 13 students with disabilities, the funding for this project would impact 6,240 children with special needs.

In addition to increasing the number of highly qualified special education leaders with a doctoral degree, the graduates of this project will contribute to reducing the shortage of fully certified and highly qualified special education teachers through employment as special education university faculty charged with the task of preparing special education teachers. Furthermore, the project participants will have training and experience in preparing special education teachers to work effectively with culturally and linguistically diverse children with disabilities and therefore will be uniquely positioned to provide services and consultation to the

rapidly growing Hispanic population in New Mexico, the southwest, and the nation.

A very high value beyond the sheer numbers of persons served by the project is the major focus on the preparation of special education leaders from traditionally underrepresented groups, including persons with disabilities. The value of highly prepared doctoral graduates with such model attributes is difficult to ascertain; but it is estimated that they will play an immensely important role in the field. In addition to the excellent special education competencies which they will possess, they will have unique abilities to serve as role models for all persons, but especially for persons from underrepresented groups including persons with disabilities. The combination of these highly desirable attributes will place them in positions to have maximum positive impact and influence. It is felt that the **costs of the project are indeed reasonable in relation to the numbers served as well as the great potential** for far reaching impact.

(v) Potential for continued support of the project after federal funding ends.

The potential for continued support for the project after federal funding is very high. The doctoral courses required for special education leadership will continue. There is support from other departments in the College of Education for preparing our doctoral candidates. The SPED/CD department has collaborated with the Counseling and Educational Psychology department in providing statistics and research design courses, as well as the dissertation seminar (See Appendix E). This sharing of students is much more cost effective than each department offering the classes separately. The program is supported by the Dean of the College and the Department Head for SPED/CD (See Appendix B). The Department Head for SPED/CD has pledged his support for prioritizing providing Graduate Assistantships to doctoral students, provided the University funding is allocated. These programs have been in place and will continue to be provided in the future. Involvement in research has always been a key component

of the doctoral programs at NMSU and it is anticipated that the innovations made possible by the funding of the project will be sustained after the Federal Funding ends and will become institutionalized in the doctoral program in Special Education.

(F)(1) Quality of Project Evaluation.

(2)(i) Extent to which the methods of evaluation are thorough, feasible, and appropriate.

The evaluation plan employs a four level design: (1) documentation data to provide information on the demographics of students who apply and are selected for the project, (2) data from the students and graduate faculty to measure the quality of the program, (3) student performance data to evaluate the effectiveness of the program, and (4) outcomes in the positions graduates of the program accept. The evaluation methodology will provide **formative** and **summative** information regarding the outcomes of the project and information on how to modify the project when necessary. **Input** and **process data** will be collected throughout the five years of the grant. This data includes program implementation, student outcomes, and impact, thereby providing **feedback** for the modifications of the program. **Products** will include summative follow-up data on graduates' job roles, competence, students served, and project impact.

Program Evaluation. The purpose of program evaluation is to monitor quality indicators and assure that the project goal and objectives are being met. Monthly evaluation of the project activities by the Project Director will ensure that project activities are meeting the stated timelines. Program evaluations will be based on information from several sources: data from student evaluation of courses; data on students' acquisition of knowledge (dispositions, competencies, exams, and research papers); data from the Doctoral Progress Report, Scholarly Development Review, and Doctoral Projects worksheets; and Advisory Board recommendations. As doctoral students graduate from the project, the Project Director will document where they go

and their professional role during the payback requirement. Each year in May, the Project Director will determine the number of students who receive their doctorate in special education and compare this number to the number of doctoral graduates in each of the five previous years to document the impact of additional funding through this project on the production of special education faculty.

At each meeting of the Advisory Board, we will review the products and Doctoral Progress Reports, Dispositions (student and faculty) and Competencies (Appendix G) collected and direct the group in developing an appropriate response to the data – a revision of plans, a confirmation of procedures, additional support for a student, etc. Feedback and evaluation forms will be completed by the audience at the informal doctoral colloquia. These will be compiled and reviewed by the Project Director who will make suggestions to the Advisory Board regarding revised procedures for the next year. A written report will be prepared by the Project Director and the results of these evaluations will be communicated to OSEP in the Annual Continuation Reports and the Final Project Report. These evaluation methods are deemed to be thorough, feasible, and appropriate to the goal, objectives, and outcomes of the proposed project.

Student Evaluation. Student evaluation will be based on their progress in completing the program and the dispositions and competencies doctoral scholars are to obtain during their program of study. In the spring of each year, doctoral scholars will complete the Doctoral Progress Report (Appendix G). This report is a milestone report and includes information on progress in course work, projects completed, and other professional activities. The Project Director and Special Education Graduate Faculty will review the reports and provide feedback to the doctoral students.

The Scholarly Development Review (Appendix G) is a formative assessment process that

allows doctoral scholars to reflect on their development as scholars. Doctoral scholars will use Boyer's (1990) model to focus their development and accomplishments in the areas of discovery, engagement, integration, and teaching. This process provides a process for self-reflection, as well as an opportunity to interact with and receive feedback from faculty on scholarship.

Project participants will also complete the Doctoral Projects Worksheet (Appendix G) to document their involvement in a variety of professional activities and projects, such as presentations, publications, grant writing, supervision, etc. These projects provide an opportunity to improve the doctoral students' skills and confidence in the disposition areas and program competencies. Projects allow scholars the opportunity to demonstrate both the product and process as related to the four areas of scholarship. This worksheet will provide the basis for the annual review/presentation to the Advisory Board.

The combination of successful completion of the required courses and the dispositions and competencies necessary for special education leaders ensures that project graduates will be well qualified to assume faculty positions and to train highly qualified teachers in special education. Data collection procedures will include record reviews, doctoral progress reports, scholarly development reviews, and doctoral projects presentations. Competencies will be addressed through assignments and presentations in the core courses and through products produced and evaluated by the Advisory Board. Graduate faculty will evaluate students' knowledge through written and oral comprehensive examinations, research papers, presentations, and publications. Project graduates' professional employment will be monitored throughout the payback phase of their careers. The evaluation methods are **objective**, produce **quantifiable data**, and are designed to provide ongoing feedback to the student. If a student is experiencing difficulty in a course, he/she will receive **additional mentoring** and possible referral to one of

the support groups on campus. This will be done in an effort to **retain and support** the student to complete the program.

Table 6. Evaluation Methods.

	Evaluation Methods
Demographic Information	(1) Application for project
Measures of Quality of Program	(1) Monthly evaluation of project activities (2) Student evaluations of courses (3) Student acquisition of knowledge <ol style="list-style-type: none"> a. Competencies b. Dispositions (student and faculty) c. Projects, assignments, and exams (4) Doctoral Progress Report (5) Scholarly Development Review (6) Doctoral Projects Worksheets (7) Advisory board recommendations (8) Evaluations of informal doctoral colloquia (9) OSEP Annual Continuation Report (10) Number of students graduating with Ph.D.
Student Performance	(1) Current knowledge of special education <ol style="list-style-type: none"> a. Course assignments, projects, and exams b. Presentations at informal doctoral colloquia c. Presentations at state and national conferences d. Doctoral Progress Report

	<ul style="list-style-type: none"> e. Competencies f. Student Dispositions (student and faculty) g. Scholarly Development Review h. Written and comprehensive exams i. Advisory board recommendations <p>(2) Competence in preparing special education teachers</p> <ul style="list-style-type: none"> a. Teaching apprenticeships b. Doctoral Progress Report c. Competencies d. Student Dispositions (student and faculty) e. Teaching evaluations <p>(3) Competence in conducting meaningful research</p> <ul style="list-style-type: none"> a. Doctoral Progress Report b. Competencies c. Student Dispositions (student and faculty) d. Doctoral Projects Worksheet e. Presentations at informal doctoral colloquia f. Feedback from informal doctoral colloquia g. Research products and outcomes h. Written and comprehensive exams i. Advisory board recommendations j. Presentations at state and national conferences
Outcomes of Graduates	(1) Participant database

	<p>(2) Employment during payback phase</p> <p>(3) Number of graduates with Ph.D.</p>
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In addition to reviewing the management plan for evaluation of the project goal and objectives, the following OSEP program performance measures will also be used in determining the measure of success for the entire project:

Program Performance Measure #1: Annually, 100% of the syllabi from the required core classes will be rated as evidence-based by project staff on a rubric designed by the project.

Program Performance Measure #2: 0% of scholars will exit the program prior to completion due to poor academic performance.

Program Performance Measure #3: At the end of their program, 100% of recipients will have received a grade of 90 or above on coursework demonstrating knowledge and skills in evidence-based practices for toddlers, children, and youth with disabilities.

Program Performance Measure #4: At least 90% of students completing the project will secure jobs working as special education faculty responsible for preparing highly qualified special education teachers.

Program Performance Measure #5: At least 90% of students completing the project will be fully qualified to prepare fully qualified special education teachers under IDEA.

Program Performance Measure #6: At least 85% of students completing the project will be employed as special education faculty or working in a special education leadership position for at least 3 years.

Program Performance Measure #7: The federal cost is measured at the end of the project by dividing the total grant award (\$1,220,410) by the number of graduates (5).

(ii) Extent to which the methods of evaluation include the use of objective performance measures.

Because each student's disposition and competency are rated annually, the Advisory Board will have a clear path for evaluating the effectiveness with which this special education leadership project is meeting its goal and objectives and the objective of OSEP to prepare special education leadership personnel to serve the needs of students with disabilities who may be culturally and linguistically diverse. To accomplish this, **students will be evaluated in three areas:** current knowledge of special education, competence in preparing highly qualified special education teachers, and competence in conducting meaningful research that benefits individuals with disabilities and their families.

The courses in professional practice ensure that students graduate with current knowledge of special education research and issues. Project participants will have extensive coursework in research methods and statistics, coupled with four years of research experience with a graduate faculty member. In addition to the objective performance measures inherent in the evaluation of assignments, teaching evaluations, and research presentations, the Doctoral Progress Report will generate ongoing evaluation until project participants graduate and take leadership positions as faculty in special education.

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