

**New Mexico State University  
New Initiatives Supporting Vision 2020 Goals and Objectives  
For Allocation of President’s Performance Fund – Fiscal Year 2013-2014**

<b>Date of Request:</b>	<b>September 10, 2013</b>	
<b>Submitted By:</b>	<b>Marlene B. Salas-Provance</b>	<b>Phone: 646-5972</b>
<b>College or Unit:</b>	<b>College of Education</b>	
<b>Department:</b>	<b>Special Education and Communication Disorders (SPED/CD)</b>	
<b>Project Name: (Short description): READ TO SUCCEED</b>		
<input checked="" type="checkbox"/>	<b>Recurring for:</b>	<b>Amount Recurring Funding Requested per year:</b>
	<input checked="" type="checkbox"/> <b>One Year</b>	<b>Year 1: \$42,000 salary + 31 % fringe = \$ 55,020</b>
	<input checked="" type="checkbox"/> <b>Two Years</b>	<b>Year 2: \$42,840 salary + 31 % fringe = \$ 56,120</b>
	<input type="checkbox"/> <b>Three Years</b>	<b>Year 3: NA</b>
<input type="checkbox"/>	<b>Non-Recurring</b>	<b>Amount Non-Recurring Funding Requested: \$</b>
<b>Description of request</b>		
<p>This proposal requests funding to support a 3/4-time temporary 12-month reading specialist position, college assistant professor, in SPED/CD who would 1) <u>develop</u> a reading disabilities certificate program, 2) <u>train</u> 90 educators in the area of reading disabilities, 3) <u>implement</u> a unique community outreach program to identify effective assessment and intervention reading methods for 290 children with reading disabilities, and 4) <u>assess</u> the effectiveness of the program using this data as a pilot for an IES grant.</p> <p>In 2011, the KIDS COUNT data indicated that only 21% of New Mexico’s fourth graders were reading at the proficiency level. New Mexico’s reading success data from 2013 Standard-Based Assessment indicates that only half (55.5 %) of children in Las Cruces are able to read proficiently by the end of the third grade. Nationwide, 80% of children who are learning disabled (20% of general population) have a reading disability known as dyslexia. With almost 25,000 students in Las Cruces Schools, it is possible that 4000 students may have symptoms of dyslexia. However, being diagnosed with dyslexia should not prevent these students from attaining future success in their academic and professional pursuits, presuming they receive appropriate reading instruction. It is for these children and their teachers to whom this project is targeted. Reading disability is a local, state and national crisis which can be addressed through excellent training of teachers in special education university programs. It should be the expectation that once reading is developed to a proficiency level, these students should be on a positive college and career path. University programs, however, must use teaching practices which include the professional standards and practices dictated by the International Dyslexia Association (IDA). Currently, NMSU does not have a dedicated curriculum in the Department of Special Education and Communication Disorders (SPED/CD) to address reading disabilities.</p> <p>The reading specialist will identify <i>best practices</i> for the teaching of reading to children with dyslexia. and provide four workshops to engage graduate students and practicing teachers in learning using the most rigorous teaching methodology. A five course certificate program will be developed and offered via distance education to teachers throughout the state. A summer teaching practicum boot camp will be offered to provide intense face-to-face practical training in reading disabilities intervention and assessment under the supervision of university faculty. Reading intervention using proven methodologies will be provided by these students in training to 290 students over two years. Pre and post intervention assessment scores will be analyzed. The assessment scores will be used as pilot data to apply for an IES (Instruction for Education Sciences) research grant in the area of reading disabilities as a means to promote discovery of evidence based practices and advance knowledge in the area of reading disabilities.</p> <p>As a result of this project, successful readers will continue on a positive college and career path. They will then provide a long term economic boost to the state by becoming part of New Mexico’s workforce.</p>		

**2014 Budget Form – President’s Performance Fund**

Request Justification	
Support Vision 2020 Goals (select as many Vision 2020 goals as apply below).	
<input checked="" type="checkbox"/>	<b>1. Graduation – Teaching, Learning &amp; Programs - Provide effective academic programs, stellar teaching and learning, and enhanced student engagement to advance highly capable graduates</b>
<input type="checkbox"/>	<b>2. Diversity – Be a model of student, faculty and staff diversity at all levels</b>
<input type="checkbox"/>	<b>3. Internationalization - Effectively prepare students for a global society</b>
<input checked="" type="checkbox"/>	<b>4. Research &amp; Creative Activity-- Be the catalyst for promoting discovery, encouraging innovation, sparking economic advancement, and inspiring creative achievement</b>
<input checked="" type="checkbox"/>	<b>5. Economic Development -- Be a driving force for economic progress in New Mexico</b>
<input type="checkbox"/>	<b>6. Resource Stewardship -- Increase philanthropy and alternative revenue to support teaching, research and service</b>
<input checked="" type="checkbox"/>	<b>7. Community - Service, Extension &amp; Outreach -- Be a model for community engagement at all levels through innovative and exceptional outreach activity</b>
<input type="checkbox"/>	<b>Specific objectives: (Complete attached Performance Data Matrix)</b>

Approvals (please print and sign)			
Submitted by	_____	_____	_____
	Print	Signature	Date
Director/ Department Approval	<u>Marlene SAIAS-Provance</u>	<u>Marlene SAIAS-Provance</u>	<u>9-27-13</u>
	Print	Signature	Date
College Dean/ Division VP Approval	<u>Michael Morched</u>	<u>[Signature]</u>	<u>9/27/13</u>
	Print	Signature	Date

Internal Use Only				
<b>University Budget Committee:</b>	Tier Assignment:	<input type="checkbox"/> Tier I	<input type="checkbox"/> Tier II	<input type="checkbox"/> Tier III
	Ranking No.:	_____	Date:	_____
<b>Comments:</b>				
<b>President’s Academic Council:</b>	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	Date:	_____
<b>Comments:</b>				

**2014 Budget Form – President’s Performance Fund, supplement**

**New Mexico State University  
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Performance Data Matrix  
Fiscal Year 2013 - 2014**

The Vision 2020 Strategic Plan provides goals, objectives and key performance indicators for the University. Using the goal(s) you have check marked on the request form, please indicate which of the stated objectives this request is projected to positively impact, how the request is tied to the selected objective and propose a performance measure(s). Then indicate the target performance improvement goals over an annual timeline not to exceed three (3) years. Add rows as needed.

All Presidents’ Performance Fund awards are subject to annual review of comparative performance as a condition of continuing award. The required conditions of continuing funding will be identified at the time of award from the President’s Performance Fund.

<b>Goal Number</b>	<b>Vision 2020 Objective</b>	<b>Explain how request is tied to this objective</b>	<b>Performance Measure</b>	<b>FY2013-2014 Target</b>	<b>FY2014-2015 Target (if applicable)</b>	<b>FY 2015-2016 Target (if applicable)</b>
1 Graduation – Teaching, Learning & Programs	1	Certificate Program will increase overall student enrollment, increase <i>graduate</i> student enrollment, increase graduation rate through completion of a certificate program in two years by 10 students	KPI-1 10 graduate students (traditional or practicing teachers) will complete a certificate program in reading disabilities  10 graduate students will complete program in 2 years	10 graduate students will complete first two courses online	10 graduate students will complete second two courses  <b>Summer 2015</b> 10 graduate students will complete summer practicum boot camp  10 students will complete the 5-course certificate program	NA
1 Graduation – Teaching, Learning & Programs	2	Establishment of new certificate program in reading	KPI-3 One five course certificate program will be developed	Develop two courses: 1) the linguistic structure of	Develop two courses: 3) state-of-the-art intervention	NA

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Programs		disabilities with <i>best practices</i> for the teaching of reading		reading, and 2) the foundations of reading	methodologies and 4) assessment techniques	
4 Research and Creative Activity	3	Promote discovery of evidence based practices and advance knowledge in the area of reading disabilities.	KPI-9 One publication on effective delivery methodology for reading disabilities instruction	Gather one year pilot data of pre and post course participants in three training models of <i>workshop only, course only</i> and <i>course plus workshop</i>	Gather two year pilot data of pre and post course participants in three training models  <b>Summer 2015</b> Prepare and disseminate findings of three training models  Use data to modify instruction	NA
4 Research and Creative Activity	3	Promote discovery of evidence based practices and advance knowledge in the area of reading	KPI-9 One assessment protocol will be developed KPI-9 One presentation on effective delivery methodology for	Develop assessment protocol for pre/post testing  Gather pilot data	Gather two year pilot data of pre and post reading intervention methods	NA

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	disabilities.	reading instruction	of one year pre and post reading intervention methods	Submit and present results at state or national meeting	
4 Research and Creative Activity	Promote discovery of evidence based practices and advance knowledge in the area of reading disabilities.	KPI-9 One IES application for Grant funding (Instruction for Education Sciences)	Analyze pilot data required for grant proposal	Use data to modify reading instruction	NA
5 Economic Development	Through qualified teachers, individuals who read proficiently will contribute to the economic development of the community and state	KPI-13 290 individuals with dyslexia will improve their reading scores  KPI-13 A minimum of 100 students will be promoted	By end of year 1 reading scores will improve by 15%  Promotion to next grade as READ TO SUCCEED	By end of year 2 reading scores will improve by 20%  Promotion to next grade as READ TO SUCCEED	NA

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7 Community – Service, Extension & Outreach	1	Engage the community of practicing teachers and university graduate students through creative 'cohort' workshop training methods	KPI 16  8 workshops will be conducted  80 students/teachers will be trained	Provide four workshops and train 40 teachers/students  Develop pre/post assessment tool  Improve knowledge scores pre/post workshop by 80%	Provide four workshops and train 40 teachers/students  Develop pre/post assessment tool  Improve knowledge scores pre/post workshop by 80%  <b>Summer 2015</b>  Review content of workshops following pre/post assessment  Adapt workshop curriculum as needed  Use data to modify instruction	
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7 Community – Service, Extension & Outreach	1	Provide <i>Best Practice Reading Intervention</i> to students in schools	KPI 16 290 elementary students 290 reading intervention activities	Intervention for 40 students diagnosed with reading disability	Intervention for 250 students (5 per university student)	NA
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