

Peabody College

VANDERBILT UNIVERSITY

NASHVILLE, TENNESSEE 37203



The Alliance Project

Headquarters

Peabody College, Box 160
Hill Student Center, Rm. 101
(615) 343-5610
1-800-831-6134
Fax (615) 343-5611
alliance@vanderbilt.edu

Washington, DC Metropolitan Office

10860 Hampton Road
Fairfax Station, VA 22039
(703) 239-1557
Fax (703) 503-8627
Email: judysd@gte.net

March 2000

The Importance of Minority Institutions of Higher Education In the Preparation of Special Education Personnel

This paper was prepared by the Alliance Project for the *Twenty-Second Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*.

Personnel Supply, Demand, and Demographics

The U.S. teaching force is "at a demographic crossroads" -- from the late 1990s to 2008, more than 2.2 million more teachers will be needed, simply as a result of increasing enrollments and a wave of retirements; longstanding shortages in several subjects and specialties will expand the need, as will attrition (Recruiting New Teachers, Inc., 1999). Meanwhile, special education already has a considerable *quality* shortage (of teachers qualified for their positions) and *quantity* shortage (of teachers to fill vacancies) (Boe, 1998).

In 1996, 35.8% of students enrolled in public elementary and secondary schools were culturally / linguistically diverse, 12% more than in 1976 (National Center for Education Statistics, 1999). The proportion of diverse students, including new immigrants, continues to increase rapidly (Table 1) but, as reported in 1998, "only 20% of undergraduates in teacher education are minority-group members" (Olson & Jerald, 1998, p. 16). By 2009, if trends continue, 40% of students, but only about 12% of the teaching force will be from diverse backgrounds (Olson, 2000).

Although a goal of American education is that *all* personnel should be competent to instruct the growing numbers of students who are racially, culturally, and linguistically diverse, achievement of this goal is not at hand. Various factors impede preservice preparation of culturally competent

personnel, including: lack of consensus on appropriate preparation in this arena; instruction that overviews race, gender, language, and social class in isolation from their relationships to the teaching/learning processes; and a degree of trainee resistance (Artiles & Trent, 1997).

Table 1. Changes in the U.S. Population Under Age 18: 1980-2005

	<u>1980</u>	<u>1990</u>	<u>1995</u>	<u>Projection 2005</u>	<u>% Change 1995-2005</u>
White	50,085,021	47,628,229	45,732,900	44,208,100	- 3
African Amer	9,395,912	9,584,415	10,178,500	11,013,000	+ 8
Hisp/Latino	5,627,956	7,757,500	9,599,700	12,466,800	+ 30
Asian/Pacif Isl	1,044,601	2,083,387	2,555,600	3,563,000	+ 39
Native Amer	555,735	696,967	673,300	713,000	+ 6
Other non-white	2,673,692	3,611,434	---	---	---

Source: Annie B. Casey Foundation, 1992; 1997 (citing U.S. Census Bureau data)

Coupled with current and impending shortages and demographic imbalances, this makes it necessary both to recruit culturally and linguistically diverse individuals and to increase the number of practitioners who are culturally competent (Ishii-Jordan, 1997). Personnel from diverse backgrounds "(a) will enhance the capacity of schools to provide appropriate instruction and will contribute, by their presence and participation, to greater cultural competence among all personnel; (b) will bring essential understandings to the task of restructuring schools where all students can succeed; and some (c) will become part of the cadre that completes the doctorate and subsequently influences preservice preparation, where changes must occur so that future teachers will be cultural competent" (Smith-Davis, 2000, p. 2).

Minority institutions of higher education are an important source of these solutions. This chapter presents data on these institutions' programs, overviews selected efforts in some high-demand areas, and summarizes federal initiatives.

Minority Institutions of Higher Education

The Office of Special Education Programs (OSEP) defines a minority institution of higher education (MIHE) as a two-year or four-year college or university (IHE) whose enrollment is composed of 25% or more students from historically under-represented populations. MIHEs include Historically Black Colleges and Universities (HBCUs), Predominantly Black Institutions (PBIs), Tribal colleges, Hispanic/Latino-serving institutions, those with high Asian enrollments, and as classified by Alliance, those that enroll 25% or more of two under-represented populations so that at least 50% of the enrollment is diverse (Dual), and others eligible because their combined enrollment of diverse groups equals 25% or more (Multiple).

MIHEs' Preservice Programs in Special Education and Related Services

Table 2 shows data on MIHEs, by type, with details on those that prepare special educators or paraprofessionals. The right-hand columns add data on MIHE related services programs in speech-language pathology, audiology, occupational therapy, physical therapy, and school psychology. Gallaudet University, an MIHE because students with disabilities comprise its enrollment, is not included. ("Jurisdictions" pertain to States, U.S. Territories, and the District of Columbia.)

Table 2. Minority Institutions of Higher Education and Their Preservice Programs

<u>Institution Type</u>	<u>Total MIHEs</u>	<u>Special Education Preparation</u>			<u>No. With Rel Svcs Programs</u>	<u>No. With >1 Rel Svcs Program</u>
		<u>No. With Programs</u>	<u>In No. of Jurisdict</u>	<u>Largest Clusters</u>		
HBCUs	104	52	19	NC, TX	32	16
PBIs	259	12	5	NY	23	7
Hispanic/Latino	133	16	4	TX	19	8
Tribal	32	12	4	MT, ND, SD, WA	0	0
Asian	52	11	4	CA	11	6
Dual	25	5	3	CA, NY, TX	4	2
Multiple	378	62	17	CA, NY	47	30
Totals	983	167			136	69

Source: Alliance Project, 1999

Eight States have no MIHEs: Idaho, Maine, New Hampshire, Oregon, Rhode Island, Utah, Vermont Wyoming. Thirteen others have none that prepare special education teachers: Alaska, Arizona, Colorado, Connecticut, Indiana, Kansas, Kentucky, Massachusetts, Minnesota, Nebraska, Nevada, Wisconsin, West Virginia.

Preparation for High-Demand Positions

Demand encompasses not only shortages and deployment barriers, but also educational outcome issues requiring competencies that are in short supply. For example, culturally/linguistically diverse students with disabilities are less likely to be educated in inclusive settings and have a 68% higher dropout rate than their white counterparts (Office of Special Education Programs, 1998, citing P.L. 105-17). Those who are African American and Hispanic generally have lower post-school employment rates and wages than others (Blackorby & Wagner, 1996). Further, when personnel interpret language differences, cultural characteristics, and/or effect of poverty as disabilities, students are more likely to be erroneously referred to and placed in special education (Office of Special Education Programs, 1998).

Geographic needs are most acute in rural, remote, and urban districts. Across geographic settings, however, there are striking needs for special educators and related service personnel who are qualified to work with culturally and linguistically diverse students. There is also a high demand for male practitioners. OSEP grants to MIHEs have been supporting various efforts to meet these needs, a few of which are profiled in this section. (Unless otherwise indicated, abstracts of OSEP personnel preparation grants are the source of project summaries in this section. Recent abstracts are also published in Orkwis, DeCarme, & Glover, 1998.)

Rural and Remote Areas

Isolation makes recruitment and retention a substantial problem for many rural and remote districts, particularly for Bureau of Indian Affairs schools and tribal schools (Pavel, Curtin, Christensen, & Rudes, 1995). In addressing these shortages, it appears more effective to provide a tribal member with teacher training than to teach the tribal language and culture to an outsider (Office of Special Education Programs, 1994). Moreover, career ladders, uses of technology, and regional support groups show promise of improving the supply of personnel in remote districts (National Association of State Directors of Special Education, 1996, p. 6). The thirteen OSEP personnel preparation grants awarded to Tribal colleges since 1992 have incorporated one or more of these strategies. For example:

A consortium of Tribal colleges in North Dakota received an OSEP grant for an associate-degree program for paraprofessionals. The project joined Cankdeska Cikana Community College, as fiscal agent, with Turtle Mountain Community College, and Fort Berthold Community College. Minot State University (non-MIHE) acted as a subcontractor. Curricula were examined, new course were developed where necessary, and faculty have mentored and consulted with new course instructors. The colleges had already integrated cultural elements into their overall curricula, and these have been extended to special education training. Fort Berthold hired faculty who lived in the remote sites where teacher aides are already working, so that college courses can be offered at their work sites (Green, 2000).

Career ladder programming is a feature of Fort Peck Community College's comprehensive effort to improve education on its Montana reservation. Since 1995, Fort Peck has offered special education professional development to Native Americans on the reservation, to encourage opportunities to earn degrees and to employ more Native American special educators and paraprofessionals in the reservation's schools. In 1997, the college started its special education program for teachers' aides and substitutes, and, in 1998, it finalized an agreement with Montana State University-Billings for delivery of the endorsement program in special education. The Tribal Education Department provides incentives for Tribal members, including monetary awards for milestones, e.g., high school diploma, GED, one-year certificates, and so on (Belvin, 1999).

Distance learning technologies are used by Montana's Little Big Horn College to deliver special education training for aides at a remote reservation site. Little Big Horn also trains paras on campus and coordinates distance learning from Montana State University-Billings, which awards bachelor's and master's degrees in special education to those who complete the program. In all, 24 Native Americans have recently completed training at these three levels (Belvin, 1999).

Urban/Inner City Schools

Approximately 43% of culturally /linguistically diverse public school students live in urban areas, and "most of them attend schools in which more than half the students are poor and that are predominantly, often completely, minority" (Edwards, 1998, p. 6). Urban districts have difficulty filling vacancies, especially in under-supplied fields (Olson & Jerald, 1998); are twice as likely as others to hire teachers who hold emergency license or no license (Edwards, 1998); and have high rates of disengagement and attrition among teachers (Van Horn, 1999). In addition, "high turnover in urban districts, where many of the older, more experienced African American teachers are concentrated, will necessitate hiring from a pool of new teachers that is increasingly white" (Murnane et al., 1991, cited in OSEP, 1996, pp. 95-96). Various MIHEs are endeavoring to improve these conditions.

Full qualifications and career ladders. Coppin State College in Maryland (HBCU) trains annual cohorts of 65 individuals without full certification (long-term substitutes, provisionally certified teachers, teachers in surplus disciplines, and teachers' aides) to become fully qualified special educators in the Baltimore City Public Schools: 15 in mild/moderate disabilities, 15 in severe disabilities, and 10 in a speech-hearing concentration. The improved curriculum is relevant to special education for a predominantly inner-city population of African Americans and smaller numbers of other diverse students.

Victims of substance abuse. At Hampton University in Virginia (HBCU), individuals from under-represented populations receive training to provide speech, language, and hearing services for infants, toddlers, and preschool children, with a special focus on children affected by substance abuse and on African American children in inner cities. The project supports seven graduate students per year over four years.

Incarcerated youth. Hunter College, City University of New York (CUNY), is preparing 30 individuals for education of culturally /linguistically diverse incarcerated youth who have emotional and behavioral disorders. Because New York City area correctional facilities are seriously deficient in teachers trained to work with disabled juvenile offenders, this project will have a decisive impact.

Technologies for delivery of training. The goal of DIALS (Distance Instruction for all Learners) is to increase the number of inner city and rural special educators who are qualified in high-incidence disabilities. Developed by a partnership of three University of South Florida campuses (*Multiple*) and a consortium of school districts, DIALS uses synchronous two-way interactive video and audio in real time, with remote-site mentors and Internet and email support. Many participants are from under-represented populations and/or are working in high-poverty areas.

Doctoral concentration. Preparing Urban Leaders in Special Education (PULSE) at the University of San Francisco (*Multiple*) provides doctoral preparation in research and college teaching with an emphasis on urban, multicultural special education and recruitment of candidates from diverse and bilingual populations. Up to twelve individuals will complete the doctorate, and ten will earn master's degrees in teaching culturally diverse children with mild/moderate disabilities.

Linguistic Diversity

Between 1990 and 1997, "the number of students with limited English proficiency (LEP) . . . increased by an estimated 57% -- to approximately 3.5 million. These children are among the most educationally disadvantaged of all populations" (Johnson & Vanderlinde, 1999, p. 1). "About one-third of school-age Hispanics are new immigrants, a demographic group that typically does not do

well in school" (Blair, 2000, p. 6). Linguistic diversity is becoming considerably more heterogeneous as a result of immigration. Some large districts have students from more than 150 countries of origin speaking 130 or more languages and dialects, and many small districts are also experiencing the impact of immigration (Smith-Davis, 1999). The need for personnel who speak the languages of LEL students is clear. Equally important are personnel who can distinguish between language limitation and disabilities in working with students who present limited English proficiency.

About 80% of districts report "some" to "a lot of" difficulty recruiting bilingual teachers, and 53% report these difficulties in recruiting English-as-a-second language (ESL) teachers (Johnson & Vanderlinde, 1999). Since it is still more difficult to hire special education personnel with these linguistic competencies, impacted districts must often rely on bilingual aides to mediate instruction in languages that other personnel do not understand (Smith-Davis, 1999). Although relatively few IHEs have programs in linguistic diversity, MIHEs are fairly well represented.

Cross-cultural special education. Loyola Marymount University in California (*Multiple*) has expanded its Cross-Cultural Special Education Program for greater emphasis on urban education in a service area that includes 80 language groups. The project is preparing 60 candidates to educate LEP and bilingual students with disabilities, a large proportion of whom are culturally/linguistically diverse.

Trainees of Haitian origin. The University of Miami (*Hispanic-serving*) has enrolled 38 students, mainly from the Haitian community, to complete a master's program in both early childhood special education and teaching English as a second language. Since only one early childhood special education teacher in Dade County is a primary speaker of Haitian Creole, there is a great demand for these graduates.

Linguistic diversity and hearing impairment. New Mexico State University (*Hispanic-serving*) offers interdisciplinary master's-degree preparation for racially/linguistically diverse trainees in education of deaf and hearing-impaired students, with an emphasis on bilingual education and ESL. Recruitment is conducted in cooperation with IHEs in New Mexico and South Texas. The goal is to improve the supply of personnel to work with the Southwest's tricultural/trilingual population.

Master teachers with cultural/linguistic competence. The University of Texas-El Paso (*Hispanic-serving*) trains master teachers to assist diagnosticians and school psychologists in differentiating between disabilities and cultural/linguistic differences, and in identifying LEP children who have special needs. Thirty educators from nine local districts and two Apache reservations are enrolled. Summer institutes near the Apache reservations and in El Paso provide experience in teaching strategies that are effective with specific cultural and language characteristics, as well as those that are generally useful with diverse children.

Doctoral preparation. At California State University-Fresno (*Multiple*), over five years 15 Spanish-speaking and/or culturally diverse participants will receive the doctorate in Educational Leadership and 22 will earn master's degrees, both with a specialization in minority special education. Collaboration involves four University of California campuses, local school districts, and the California Department of Education.

Related Services

The supply of culturally and linguistically diverse personnel for related services is not adequate. For example, only 7.3% of members of the American Speech-Language-Hearing

Association are from under-represented backgrounds (ASHA, 1998, cited by Guillory, in press) while, at the same time, the numbers of diverse individuals with speech and language problems are increasing (Guillory, in press). Among members of the National Association of School Psychologists, 8 percent are members of under-represented populations (NASP, 1999). Programs in speech-language pathology or communication disorders are the most prevalent MIHE preservice programs in related services, but school psychology, occupational and physical therapy, and other disciplines are also represented.

Communication disorders and cultural/linguistic diversity. At Louisiana's Southern University (*HBCU*), Project Access addresses the under-representation of speech pathologists and audiologists competent to work with culturally diverse children and youth. Undergraduate and graduate programs emphasize recruitment of students from under-represented groups, particularly African Americans. Up to eight undergraduate and sixteen master's students will complete this program (Guillory, in press). The University of the District of Columbia (*HBCU*) prepares Spanish/English bilingual trainees to become speech-language pathologists to serve Hispanic infants, toddlers, children, and youth. The curriculum includes courses and practica on bilingualism, language acquisition in bilingual children, assessment and treatment of bilingual and LEP students. At Howard University (*HBCU*) in the District of Columbia, preservice speech-language pathologists learn to provide quality services for minority non-speaking children who use augmentative and alternative communication and are developing literacy skills. Eighteen individuals are gaining competencies in the range of ACC services, with emphasis on literacy acquisition and development of culturally diverse children and youth.

School psychology. The Multicultural/Cross-Cultural School Psychology Project at San Diego State University (*Multiple*) supports the preparation of 39 school psychology trainees to work with ethno linguistically diverse students with disabilities, their families and teachers. The project has revised the school psychology program and created new partnerships with school districts.

School counselors. At Florida International University (*Hispanic-serving*), culturally and linguistically diverse graduate students in school counseling gain competencies for working with students who have disabilities. Each year, ten trainees enter the specialization track in exceptional student education of the master's program in school counseling, which emphasizes collaboration among students, faculty, families, schools, and the community, as well as clinical field experiences in culturally diverse urban schools.

Male Practitioners

Among the most distressing shortages is the declining proportion of males in the teaching force. For example, African American males comprise only 0.4% of elementary special education teachers and 2.2% at the secondary level (Townsend, Thomas, Witty, & Lee, 1996, cited by Voltz, 1998). Absence of males of all races is a particular loss for economically disadvantaged children in inner cities, many of whom may need positive male role models in their lives.

Male-targeted projects. The University of South Florida's (*Multiple*) Chrysalis Project is collaborating with county agencies to train, support, and provide teaching positions for African American, Hispanic, and Anglo men to teach urban children with disabilities. Over a three-year period, 60 males will be enrolled. Bethune Cookman College in Florida (*HBCU*) prepares African American men to teach and serve as role models for preschoolers with disabilities. The training model emphasizes competencies in providing culturally and linguistically relevant education to young children with disabilities.

Partnerships

Partnerships between MIHEs and other institutions, local education agencies, and State education agencies (SEAs) are enabling factors in capacity-building, and many MIHE's have been creating and extending these connections. Partnerships of selected institutions have been mentioned in the foregoing profiles. Others include:

MIHE and non-MIHE partnership. Tuskegee University in Alabama (*HBCU*) has formed a partnership with Auburn University to prepare students from diverse backgrounds for special education, and for faculty teaching exchanges. Through this agreement, Auburn also recruits Tuskegee University graduates to enroll in its advanced preparation programs.

MIHE-school district partnerships. In partnership with three urban, multi-ethnic districts, Kean College of New Jersey (*Multiple*) is developing a collaborative model for successful identification, recruitment, retention, and preparation of culturally and linguistically diverse trainees for special education careers. North Carolina Central University (*HBCU*) is increasing the number of licensed special educators in emotional/ behavioral disabilities, including those from under-represented populations. The program is based behavioral disabilities, developed in partnership with the Wright School Re-Ed Center and Durham Public Schools. The partnership includes development of demonstration programs in five Durham schools. At South Carolina State University (*HBCU*), the Department of Educational Administration and Special Education Program have joined with public schools in South Carolina, North Carolina, and Georgia to increase the number of minority school leaders in rural areas with diverse populations, and to improve the multicultural competencies of currently employed administrators. Fifteen participants of each type are recruited annually (Monteith, in press).

Issues. Although many more examples of institutional cooperation and public school partnerships could be cited, it generally appears that MIHEs' relationships with State education agencies (SEAs) are neither as numerous nor as strong. Interest and cooperation by the National Association of State Directors of Special Education shows promise of incorporating the talents of MIHE faculty members, and the values of their personnel preparation programs, into comprehensive systems of personnel development, the planning and implementation of State Improvement Grants, and other initiatives of greater numbers of SEAs in the future.

Federal Initiatives

The role of MIHEs in preparing personnel for special education has been enhanced by efforts of MIHE faculty members and administrators and by the stimulus of the Office of Special Education Programs (OSEP), U.S. Department of Education. OSEP originated a priority on "preparation of personnel for minority handicapped children" in fiscal 1987. Although the terminology of the priority has changed over time, and is now the Minority Institutions priority, its intent has been to advance the preparation of greater numbers of qualified personnel from historically under-represented populations. The current Minority Institutions priority encompasses all categories of personnel preparation at all degree levels, but MIHEs are also eligible to submit applications under any other OSEP priority.

The IDEA amendments of 1990 (Public Law 101-476) recommended that the Secretary of Education develop and implement a plan for providing outreach services to minority entities and under-represented populations to assist them in participating more fully in the discretionary programs under the Act (Section 610[j]). Under a subsequent OSEP priority to implement this requirement, the first grant for the Alliance Project was awarded in 1991 for the purpose of

supporting MIHE efforts to participate more fully in OSEP's personnel preparation program. This intent of Public Law 101-476 was restated in the 1997 amendments (Public Law 105-17). The Alliance Project's current cycle is scheduled to continue until 2002.

The Alliance Project provides grant-writing workshops, individual mentoring, seminars, other professional development activities, and information services to MIHEs that prepare special education teachers, administrators, and related services personnel, or have underpinnings to initiate or expand such offerings. Between 1992 and 1999, 1,253 faculty members from 261 MIHEs have participated in Alliance activities.

The results of this participation demonstrate that, through this project, OSEP has successfully addressed the Congressional recommendation concerning the discretionary program in personnel preparation. Collectively, MIHEs represent 24% of the nation's special education personnel preparation programs. In 1991, 19.6% of OSEP's personnel preparation projects were located at MIHEs (176 of a total of 897 projects). As of 1999, 30.6% of OSEP's projects were located at MIHEs (184 of a total of 602). MIHE grants have increasingly been awarded not only under the Minority Institutions priority, but also in response to all of OSEP's other personnel preparation priorities (Alliance Project, 1999).

Conclusion

MIHEs' programs in special education and related services are serving their communities and States well, and some are providing personnel and/or training models on regional and national levels. Among these programs are many innovative and successful practices for recruiting, retaining, preparing, and inspiring trainees to make a difference in the lives of children. There is no doubt that MIHE graduates will expedite the progress of schools in educating culturally and linguistically diverse students with disabilities, and will contribute to the development of greater cultural competence among their colleagues. Some alumni are already having a positive impact on the preparation of future personnel and on local, State, and national policy. Colleagues in non-minority preservice programs, local districts, and State education agencies can learn from the MIHE experience, and can benefit through new relationships with MIHEs to advance the education of students with disabilities in America's valuable multicultural communities.

References

- Alliance Project. (1999). Database on minority institutions of higher education. Nashville: Peabody College/Vanderbilt University.
- Annie E. Casey Foundation. (1992). *Kids count data book: State profiles of child well-being, 1992*. Baltimore: Author.
- Annie E. Casey Foundation. (1997). *Kids count data book: State profiles of child well-being, 1997*. Baltimore: Author.
- Artiles, A. J., & Trent, S. C. (1997). Forging a research program on multicultural preservice teacher education in special education: A proposed analytic scheme. In J. W. Lloyd, E. J. Kameenui, & D. Chard, *Issues in educating students with disabilities* (pp. 275-304). Mahwah, NJ: Erlbaum.
- ASHA. (1998). *Demographic profile of the ASHA membership: Unpublished data*. Rockville, MD: Author.

- Belvin, K. (1999). On campus. *Tribal College*, XI(2), 26-33.
- Blackorby, J., & Wagner, M. (1996). Longitudinal postschool outcomes of youth with disabilities: Findings from the National Longitudinal Transition Study. *Exceptional Children*, 62(5), 399-413.
- Blair, J. (2000, February 16). Minorities post gains in higher education, but still trail whites. *Education Week*, XIX(23), p. 6.
- Boe, E. (1998). Special education teachers: National trends in demand and shortage. *20th Annual Report to Congress on the Implementation of IDEA* (pp. III-1 to III-23). Washington, DC: U.S. Department of Education, OSEP, OSERS.
- Edwards, V. B. (Ed.). (1998). The urban challenge. Quality counts: The urban challenge. *Education Week Special Issue*, XVII(17), 6.
- Green, J. (2000, February). *Report on Tribal colleges' progress in special education*. Nashville: Peabody College/Vanderbilt University, Alliance Project Advisory Committee Meeting.
- Guillory, B. L. (in press). Project Access: A program to improve service delivery for culturally and linguistically diverse populations with speech, language, and hearing disorders. *Teacher Education and Special Education*.
- Ishii-Jordan, S. R. (1997). When behavior differences are not disorders. In A. J. Artiles & G. Zamora-Duran (Eds.). *Reducing disproportionate representation of culturally diverse students in special and gifted education* (pp. 27-46). Reston, VA: The Council for Exceptional Children.
- Johnson, E. L., & Vanderlinde, V. (1999, December 10). *Public education: Title I services provided to students with limited English proficiency*. Washington, DC: U.S. General Accounting Office.
- Monteith, D. S. (in press). Professional development for administrators in special education: Evaluation of a program for under-represented personnel. *Teacher Education and Special Education*.
- Murnane, R. J., Singer, J. D., Willett, J. B., Kemple, J. J., & Olsen, R.J. (1991). *Who will teach? Policies that matter*. Cambridge, MA: Harvard University Press.
- National Association of School Psychologists. (1999, November). NASP membership database. Bethesda, MD: Author.
- National Association of State Directors of Special Education. (1996). Special educator supply and demand in rural areas: Facing the issues. *Liaison Bulletin*, 26(4), 1-7.
- National Center for Education Statistics. (1999). *The condition of education 1999*. Washington, DC: U.S. Department of Education.

- Office of Special Education Programs. (1994). Study of special populations: Native American students with disabilities. *Sixteenth annual report to Congress on the implementation of IDEA* (pp. 195-230). Washington, DC: U.S. Department of Education, OSERS.
- Office of Special Education Programs. (1996). Meeting the needs of students with disabilities in the inner cities. *Eighteenth annual report to Congress on the implementation of IDEA* (pp. 81-104). Washington, DC: U.S. Department of Education, OSERS.
- Office of Special Education Programs. (1998). The racial/ethnic composition of students with disabilities. *Twentieth Annual Report to Congress on the Implementation of IDEA* (pp. II-19 to II-23). Washington, DC: U.S. Department of Education, OSERS,
- Olson, L. (2000). Finding and keeping competent teachers. *Quality Counts: Who should teach. Education Week Special Issue, XIX(18)*, 12-17.
- Olson, L., & Jerald, C. D. (1998). The teaching challenge. *Quality Counts: The Urban Challenge. Education Week Special Issue, XVII (17)*, 16-17.
- Orkwis, R., DeCarme, J., & Glover, J. (1998). *Discretionary projects supported by the Office of Special Education Programs under IDEA*. Reston, VA: The Council for Exceptional Children, ERIC/OSEP Special Project.
- Pavel, D. M., Curtin, T. R., Christenson, B., & Rudes, B. A. (1995). *Characteristics of American Indian and Alaska Native education: Results from the 1990-91 Schools and Staffing Survey*. Washington, DC: National Center for Education Statistics.
- Recruiting New Teachers, Inc. (1999). Teaching at a demographic crossroads. *Future Teacher, 6(1)*, 2.
- Smith-Davis, J. (1999). *Data on the impact of new immigrant populations on special education in the U.S: Unpublished work in progress*. Nashville: Peabody College/Vanderbilt University, Alliance Project.
- Smith-Davis, J. (2000). *Issues arising from insufficient diversity among education personnel*. Nashville: Peabody College/Vanderbilt University, Alliance Project.
- Townsend, B. L., Thomas, D. D., Witty, J. P., & Lee, R. S. (1997). Diversity and school restructuring: Creating partnerships in a world of difference. *Teacher Education and Special Education, 19*, 102-118.
- Van Horn, R. (1999). Inner-city schools: A multi-variable discussion. *Phi Delta Kappan, 81(4)*, 291-297.
- Voltz, D. L. (1998). Cultural diversity and special education teacher preparation: Critical issues confronting the field. *Teacher Education and Special Education, 21(1)*, 63-70.

The Alliance Project (#8029K4085) is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the sources and do not necessarily represent the position of the U.S. Department of Education.

Alliance Project of Peabody College/Vanderbilt University

Importance of MIHES
March 2000