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UPCOMING DEADLINES

Current Grant Competitions
are announced at
www.ed.gov/fipse

Annual Reports Due
Please log into the database
to complete your report

June 30, 2010
Comprehensive and Special
Focus Competition Grants

July 15, 2010
International Program Grants

October 31, 2010
Congressionally-directed
Grants

FIPSE Update

U.S. DEPARTMENT OF EDUCATION
FUND FOR THE IMPROVEMENT
OF POSTSECONDARY EDUCATION

May 2010
Volume 1, Issue 1

The Posse Foundation and College Summit are Among 10 Charities to Share President Barack Obama's Nobel Peace Prize Money

On March 11, 2010 President Barack Obama announced that he was donating the money from his Nobel Peace Prize to ten organizations. "These [ten] organizations do extraordinary work in the United States and abroad helping students and veterans and countless others in need," President Obama said in a statement about his choice. Two of the ten organizations which the President selected received early funding from FIPSE. The **Posse Foundation** and **College Summit** each received \$125,000 from the President.

The Posse Foundation, recipient of a FIPSE Comprehensive Grant in 1998, awards scholarships to promising public high school students. The Posse Foundation now has 37 partner institutions which have awarded \$329 million dollars in scholarships to students. The Foundation also runs a **Career Program** which has three core components: 1) The Internship Program, 2) Career Services, and 3) The Alumni Network.

College Summit is an innovative program that helps students from low-income families select schools, complete college applications, write personal statements, and apply for financial aid. In 2000, College Summit was awarded a FIPSE Comprehensive grant entitled "**College Summit – The Pipeline to College for America's Low Income, Mid-Tier Students.**" College Summit

was awarded another FIPSE Comprehensive Grant in 2003 for a project entitled "**College Summit – A Collaborative Solution to Increase College Access for and Retention of Low-Income Youth.**" On April 30, 2009, PBS NOW featured a 20-minute story on their year-long study of College Summit.



Nobel
Peace Prize

Last fall, College Summit guided an influential group of national leaders, including the CEOs of PepsiCo, Google, Deloitte LLP, the Dallas Mavericks, and the President of Princeton University, to advocate for college proficiency. On December 3, 2009, College Summit joined with the Center for American Progress to release **The Promise of Proficiency**, a white paper that argues that our nation's high schools are flying blind without college data and discusses what can be done about it. ■



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Letter From FIPSE’s Director



*Ralph Hines
Acting Director, FIPSE*

Dear Colleagues,

As we approach FIPSE’s 40th anniversary and continue our quest to disseminate useful information on successful projects and activities, it is my great pleasure to trumpet the inaugural issue of FIPSE’s first newsletter. This newsletter will highlight the accomplishments and experiences of FIPSE projects and alumni as well as focus attention on emerging trends, challenges, and initiatives in the higher education arena.

Through its support of innovative, replicable education improvement and reform projects, FIPSE continues to make a difference as exemplified by the lead article in this newsletter. These highly competitive projects have served as national models for the resolution of important postsecondary education issues and problems. FIPSE has funded myriad projects in areas ranging from faculty development, distance learning, access for the disabled, medical education, science and mathematics reform, computer technology, assessment, service-learning, and internationalization. Though the competition for such grants has always been keen and the number of successful projects has been modest, the results and products emanating from these projects have been well documented and lauded.

I invite you to spend a little time perusing the articles and other offerings contained in this newsletter. With each issue, our intention is to highlight several FIPSE-supported projects and activities, individuals, and events that represent innovative and transformative initiatives in higher education.

We hope this and other materials produced by FIPSE will serve as helpful resources as you seek to improve the educational offerings for your constituents.

Sincerely,

Ralph Hines
Acting Director, FIPSE

A Note From the Editor

Dear FIPSE Alumni and Friends,

Welcome to the first FIPSE Newsletter! We intend to publish quarterly.

Please consider this a beta test and feel free to send us your suggestions and requests for things that would interest you as a former or current FIPSE grantee, former FIPSE employee, or interested reader from the higher education community. Please also feel free to forward this newsletter to colleagues.

Best,

Dr. Susan Lehmann
Education Research Analyst, FIPSE
susan.lehmann@ed.gov



*Susan Lehmann
Education Research Analyst, FIPSE*

Vibrant institutions thrive primarily upon the collective efforts of devoted individuals who share noble objectives.

FIPSE FACTS

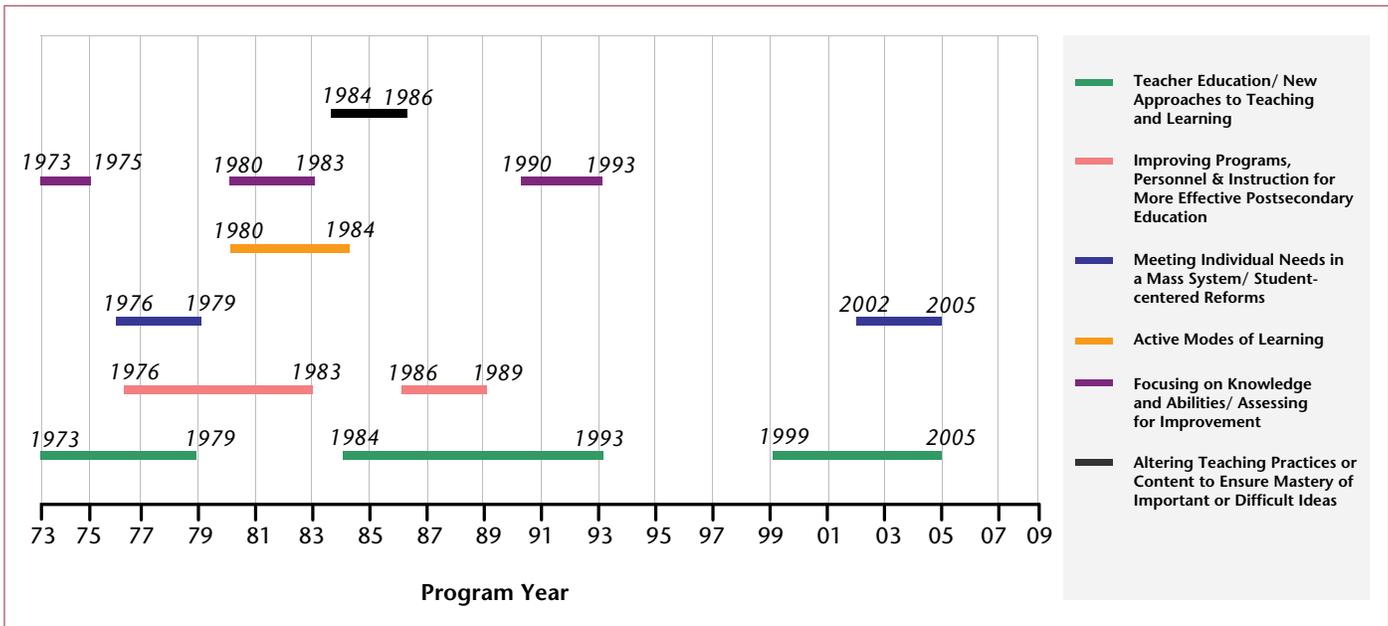
Comprehensive Program Invitational Priorities in Historical Perspective

FIPSE’s flagship program is the Comprehensive Program. As FIPSE heads towards its 40th anniversary in 2012, we thought it would be interesting to look at where we have been. As many of you are aware, the FIPSE Comprehensive Program often lists invitational priorities. Though applicants have never been

obligated to address invitational priorities in their applications, and they receive no additional points from reviewers for doing so, a look at the invitational priorities over time gives a sense of the educational trends that were considered important by FIPSE staff, Department of Education officials, Congress, and the field.

The chart below showing FIPSE funding priorities in the field of pedagogy is the first in a series of seven charts reviewing the history of FIPSE Comprehensive Program funding priorities from 1973-2009. ■

FIPSE Comprehensive Invitational Funding Priorities from 1973 to 2009 Category 1: Pedagogy



SAVE THE DATE

U.S.-Russia Project Directors’ Meeting
June 9-10, 2010, Moscow, Russia

EU-U.S. Atlantis Project Directors’ Meeting
October 13-15, 2010, Berlin, Germany

U.S.-Brazil Project Directors’ Meeting
September 23-26, 2010, Florianopolis,
Santa Catarina, Brazil.



BRIGHT IDEAS *from the work of current and recent FIPSE Grantees.*



According to CRETE, 50% of teachers nationwide leave teaching after 3 years due to chaotic and disruptive learning environments and difficulty managing conflict.

WEB SITES REFERENCED IN THIS ARTICLE:

CRETE Home
www.CReducation.org

2004 FIPSE Project
www.fipseaed.org/grantshow.cfm?grantNumber=P116B040920

2007 FIPSE Project
www.fipseaed.org/grantshow.cfm?grantNumber=P116B070143

Gaps in CRE Research
www.creducation.org/cre/researchers/research_in_progress

Conflict Resolution Education in Teacher Education Project (CRETE)

The Conflict Resolution Education in Teacher Education (CRETE) project provides pre-service and in-service teachers with the skills and knowledge of conflict education and social and emotional learning necessary for creating constructive learning environments. **CRETE was initially funded by FIPSE in 2004-2007** to develop protocols and training materials to bring conflict resolution education into teacher education programs serving urban areas.

Based on the pilot project’s success at Temple University and Cleveland State University, the **Dissemination of CRETE Project** received additional FIPSE funding. To date, 25 institutions of higher education (IHEs) in 10 states and the District of Columbia have joined as CRETE partners. Ten more IHEs are in the process of becoming CRETE partners. Regional networks have been successfully established in seven states.

The project Web site, **www.creducation.org**, launched in March 2008, has become a leading Web site for conflict resolution education as evidenced by: 1) an average number of 8,000 unique visitors each month, 2) more than 350,000 page views each month, 3) the creation and posting of 14 learning modules from CRETE, 4) the establishment of teacher and practitioner blogs, and 5) the fact

that CRETE Web site content is being added to major search engines and libraries. For those interested in contributing to research in conflict resolution, the CRETE Web site aims to define the boundary of current knowledge with the helpful presentation **“Gaps in CRE Research: Back to the Future”**.

Data have been collected from more than 200 CRETE participants via short-form online surveys. Long-form CRETE pre- and post-tests have been collected from more than 1,700 CRETE participants from 6 sites, enabling analysis of: 1) external CRETE training, 2) infusion of content into traditional teacher education courses, 3) the efficacy of a semester-long CRETE course, and 4) control group subjects. Initial data analysis indicates that CRETE has had a significant positive impact on teachers’ confidence in their classroom management and conflict education skills and their commitment to the teaching profession. CRETE partners in Chicago and Baltimore are collaborating on an application for an Institute of Education Sciences’ grant to study CRETE efficacy in middle and high school urban classrooms. CRETE partners in California and Pennsylvania are collaborating on an application for a grant focusing on CRETE initiatives for Special Educators.

► *continued on page 5*



Professional Puzzle: ePortfolios

Each newsletter we will pose a few questions about a topic relating to institutional change, faculty development, or student learning. In the next issue we will publish responses from our readers, so please send your responses or ideas for future issues to the editor and put the words “Professional Puzzle” in the subject line.

ePortfolios

Aren't ePortfolios just a tool for art students?

Aren't ePortfolios just an elaborate form of blogging that is unlikely to help my students academically or professionally?

What will ePortfolios allow me to do that I can't already do with more traditional forms of class work? When should I consider incorporating ePortfolios into my teaching?

Is there any evidence that ePortfolios help engage students in learning and lead to improved learning outcomes?

Aren't ePortfolios just for students with lots of computer experience studying at elite institutions with lots of resources?

How can I incorporate ePortfolios into my classroom work with a limited budget, limited computer resources, and limited time?

Are ePortfolios more time-consuming to review and grade than traditional coursework?

Can ePortfolios be a useful tool for academic administrators?

Are there FIPSE Project Directors willing to answer e-mail about ePortfolios?

FIPSE PROJECTS USING ePORTFOLIOS

- American Council on Education's **Lessons Learned in Assessing International Learning**,
- Connecticut Distance Learning Consortium's **Supporting Online Learners: A Statewide Approach to Quality Academic Support, and Services**,
- LaGuardia Community College's **Making Connections: ePortfolios for Learning and Transfer**

BRIGHT IDEAS, *cont'd*

▶ *continued from page 4*

CRETE has also focused on additional infrastructure development initiatives. A process to certify CRETE trainers has produced 26 Certified CRETE trainers and 39 trainers in development. An annual CRETE Partners' meeting was established to enable CRETE Higher Education Institution partners to share information and plan infrastructure development. Educators for Social Responsibility and Creative Response to Conflict, internationally recognized non-profit organizations specializing in conflict education and social and emotional learning, joined CRETE as partners in 2008 to develop infrastructure linking CRETE IHE partners and local school districts in New York, Chicago, San Francisco, and Washington, D.C. Plans are in process to extend these partnerships to Dallas, Atlanta, and Los Angeles in the 2010-2012 period.

Currently, several prospective partners are in planning discussions with strong indications of interest in joining CRETE. Many new and developing CRETE partners are independently funded, indicating the value of CRETE to their institutions. Three expansion initiatives are underway: 1) CRETE in community college teacher education, 2) CRETE in Historically Black Colleges and Universities, and 3) CRETE in international and non-continental sites. ■



NURTURING INNOVATION Profiles of Former FIPSE Projects That Grew

National Program on Noncollegiate Sponsored Instruction

The National Program on Noncollegiate Sponsored Instruction (**National PONSI**) received seed money from FIPSE via a **Comprehensive Program Grant to the American Council on Education in 1974**. Its purpose was to establish a national system for the evaluation of noncollegiate-sponsored coursework relying on the coordinated efforts of the American Council on Education, the New York State Board of Regents, and other state agencies conducting program activities at the state level.

“That seed money resulted in a successful launch to a very effective service and one that continues to thrive to this day,” according to Sheila Morroni, Director, National PONSI. “The road has

not been without its rough patches; however, the value of college credit recommendations for noncollegiate learning has prompted many organizations to be forward thinking in the visions they have for their employees or students and, thus, they continue to support this effort.” Now entering its thirty-sixth year, National PONSI’s current goal is to expand its service using a top-down approach, identifying and working with national organizations that oversee certification for various fields and apprenticeship programs, with the goal of extending college credit recommendations to individuals throughout the United States, not just those at one local site. The reach of the credit recommendations could be a tremendous incentive for more individuals to enroll in college degree programs and for colleges and universities throughout the United States to access a growing pool of mature and motivated students.

National PONSI reviews formal courses and educational programs sponsored by noncollegiate organizations, makes appropriate college-level credit recommendations for the courses and programs evaluated, and promotes academic recognition of these learning experiences to the nation’s colleges and universities. The significance of the Program lies in its ability to provide a cost-effective means for postsecondary institutions to provide academic recognition for the hundreds of thousands of adult students throughout the country

who annually attend the courses evaluated by the Program. In so doing, students can avoid needless duplication of learning, and the educational opportunities provided by both the collegiate and non-collegiate sectors can be effectively integrated.

Experience has shown that the awarding of credit for prior learning will in many cases motivate students to enroll in formal postsecondary programs of study.

Descriptions of evaluated learning experiences and credit recommendations are available at **CCR Online**. The credit recommendations are intended to guide college officials as they consider awarding credit to persons who have successfully completed evaluated noncollegiate sponsored instruction. National PONSI is based on the position that it is sound educational practice to grant academic credit for high quality educational programs conducted by noncollegiate organizations, provided that these experiences are at the college level, and that the credit is appropriate to an individual’s degree program. Moreover, experience has shown that the awarding of credit for prior learning will in many cases motivate students to enroll in formal postsecondary programs of study. Many college officials use *College Credit Recommendations* or *CCR*

▶ *continued on page 7*



WEB SITES REFERENCED IN THIS ARTICLE:

National PONSI Home

www.nationalponsi.org

1974 FIPSE Project

www.fipseaed.org/grantshow.cfm?grantNumber=P116B740007

CCR Online

www.nationalponsi.org/ccr/ccr_online_listings.htm

► *continued from page 6*

Online to identify and actively recruit nontraditional students who have completed noncollegiate learning evaluated by National PONSI.

National PONSI serves noncollegiate organizations such as corporations, labor unions, professional and voluntary associations, government agencies, hospitals, proprietary vocational schools, and other non-degree granting organizations. The courses and programs that have been evaluated cover a wide variety of subject areas, including accounting, art, auditing, banking, botany, computer science, counseling, criminal justice, early childhood education, electrical engineering, finance, health services administration, insurance, information technology, management, mathematics, maritime transportation, nautical science, nuclear engineering technology, nursing, office information systems, and psychology. ■

JUST THE FAQs

What makes a successful FIPSE Project?

1. Projects are **innovative** in goal, method, scope, target population, cost, or efficiency.
2. Projects possess **clear and specific goals** that relate to student learning, faculty development, or institutional change.
3. Projects articulate specific objectives that **can be assessed** for success, partial success, or failure in a manner that an educated non-specialist would find convincing.
4. A successful application should have a clear statement about how the proposed project is expected to impact the campus and / or the field **five years** after it has been completed.
5. Projects, if demonstrated to be successful, have **game-changing implications** for how some aspect of postsecondary education is done on a regional or a national level.
6. Projects are **well-managed** and meet all specific grant requirements.
7. Project directors demonstrate that they have made efforts to summarize activities, procedures, and results and then **disseminate** them to the target audience within the postsecondary education community either through presentations, publications, Web sites, or training workshops. ■

Student Profiles

In the future we would like to include profiles of current and former students who have benefited from FIPSE grant projects. We are particularly interested in information about the mid- and long-term impact that the FIPSE project has had on the student's educational training and subsequent career. If you know of a student with a story to tell, please send:

1. Lead institution name, grant number, and project director's name,
2. Brief description of the goals of the FIPSE project,
3. Student's name, degree and major, home institution, and faculty advisor (if different from the Project Director),

4. Student's role in the project,
5. Description of the project's impact on the student's academic training and educational goals, and a
6. Description of the project's impact on the student's subsequent educational training and career, if known.

Please be sure to send us written confirmation from the student authorizing us to publish the profile in the Newsletter and possibly on the FIPSE Web site. If the student wishes to send us a photo, we would be happy to include it. ■



RESOURCES THAT CAUGHT OUR EYE

Web sites

www.ecampusnews.com

technology news, information, and resources for colleges and universities wishing to use technology to advance learning.

www.eschoolnews.com

technology news, information, and resources for K-20 educators wishing to use technology to advance learning.

www.hathitrust.org

Hathi Trust – a shared digital repository for research libraries.

<http://manyeyes.alphaworks.ibm.com/manyeyes/page/About.html>

a Web site to help you construct data visualizations to enable you to gain insights into the patterns in your data.

Books

Eggers, William D. and John O’Leary. 2009. **If We Can Put a Man on the Moon: Getting Big Things Done in Government.** Cambridge: Harvard Business School Press.

Articles

Handelsman, Jo, et al. 2004. **“Education: Scientific Teaching.”** *Science* 23 April 2004: Vol. 304. no. 5670, pp. 521 - 522.

Podcasts & YouTube

Barnard College’s YouTube Video about **Reacting to the Past.**

Click here for Part 1.

Click here for Part 2.

*Note: Links to videos cannot be posted on the FIPSE Web site unless they are closed-captioned and **508 compliant.**
Appearance on this list should not be taken as an endorsement by FIPSE or the U.S. Department of Education. Readers’ suggestions are welcome.

FIPSE’s Mission

The Fund for the Improvement of Postsecondary Education (FIPSE) is a unit of the Higher Education Programs located within the Office of Postsecondary Education, U.S. Department of Education. **FIPSE’s mandate** is to “improve postsecondary educational opportunities” across a broad range of concerns. Although a small program, FIPSE has established a record of promoting meaningful and lasting solutions to various, often newly emerging, problems and of promoting the highest quality education for all learners. Through its primary vehicle, the Comprehensive Program grant competition, FIPSE seeks to support the implementation of innovative educational reform ideas, to evaluate how well they work, and to share the lessons learned with the larger education community.

FIPSE defines postsecondary education broadly. Its applicants include a wide variety of nonprofit agencies and institutions offering education after high school, such as colleges and universities (public and private, two or four year, undergraduate and graduate), technical and business schools, testing agencies, professional associations, employers and unions, state and local education agencies, student organizations, cultural institutions, and community groups. FIPSE supports new as well as established organizations, but it cannot award grants to for-profits or unaffiliated individuals. ■

Fund for the Improvement of Postsecondary Education

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