

Fund for the Improvement of Postsecondary Education (FIPSE)
FY 2004 Comprehensive Program – New Awards

American Council on Education (DC)

P116B040503

Title: Lessons Learned in Assessing International Learning

Few United States postsecondary institutions have articulated international learning outcomes or established methods for assessing student achievement of those outcomes. The grantee will work closely with six diverse institutions to translate a set of agreed upon international learning outcomes into measurable performance indicators and rubrics. It will also assess student achievement of those outcomes at six institutions, develop plans to improve student international learning and disseminate lessons learned and offer guidance for replicating the assessment to the larger postsecondary education community. This will be accomplished through workshops and Web-based resources.

FY 2004 Award: \$203,222

Total Award: 3 years, \$528,211

Contact: Christa Olson, American Council on Education, 1 Dupont Circle, N.W., Suite 800, Washington, DC 20036; 202-939-9739; christa_olson@ace.nche.edu

American Councils for International Education (DC)

P116B040979

Title: Short-Term, Curriculum-Based Study Abroad Impact Study

Examines the impact of various factors of short-term, curriculum-based study abroad programs on students who participate in them as well as the long-term effects that these programs have on students' academic and professional development. The project will focus on students who participate in FIPSE-sponsored programs that link United States institutions with the 25 European countries of the European Union, and with Canada, Mexico and Brazil. The project will focus on how participation has an impact on students' subsequent academic study, career choices, and work experience while taking into consideration different demographic profiles, majors, and types of home institutions.

FY 2004 Award: \$156,359

Total Award: 3 years, \$457,886

Contact: Jeanne-Marie Duval, American Councils for International Education, 1776 Massachusetts Ave., N.W., Suite 700, Washington, DC 20036; 202-833-7522; duval@americancouncils.org

Associated Colleges of Illinois (IL)

P116B040884

Title: Illinois SPED Collaborative

Establishes new and accelerated multi-category special education (SPED) certification programs through a statewide consortium of small, independent colleges. Building on successful earlier consortium approaches to teacher induction and career transition, the project will target three different subgroups of adults, including those teaching on emergency credentials, and place those accepted into the program in paraprofessional positions in the school districts for two years concurrent with their coursework.

FY 2004 Award: \$124,034
Total Award: 3 years, \$434,353

Contact: Cindy Diehl Yang, Associated Colleges of Illinois, Chicago, IL 60606; 312-263-2391 ext. 26;
cindy.yang@acifund.org

Association of American Geographers (DC)
P116B040193

Title: A Teacher's Guide to Modern Geography

Responds to the No Child Left Behind Act's expectation that the core subject of geography be taught by "highly qualified" geography teachers. The project will develop a standards-based teacher's guide referenced to geography standards for all 50 states. The guide will have both technology-based and print-based products to accommodate different modes of instruction and variation in the types of technology available in classrooms. The suite of products will include a multimedia CD, a printed manual, copier-ready student activities and transparency masters, evaluation instruments, curriculum planners adaptable to standards of each state, and an interactive Web site. Central to the project will be training/professional development focusing on pre-service education and on practicing teachers in their second through fifth years of teaching. The project's objective is to improve preparation and retention of an already-too-small pool of geography teachers.

FY 2004 Award: \$173,949
Total Award: 3 years, \$515,927

Contact: Philip J. Gersmehl, Department of Geography, University of Minnesota, Minneapolis, MN 55455; 612-625-0805; gersmehl@umn.edu

Bard College (NY)
P116B040916

Title: The Bard Prison Initiative

Develops a model by which colleges and universities can transform student volunteer programs into institutions for the study of American civic life. The project integrates the institutions' commitment to social issues with the multi-disciplinary teaching of civics to young adults. Faculty and student volunteers work together to bring the promise of college to thousands of young New Yorkers in New York prisons.

FY 2004 Award: \$199,299
Total Award: 3 years, \$494,307

Contact: Max Kenner and Daniel Karpowitz, Bard College, Annadale-on-Hudson, NY, 12504; 845-758-6822 ext. 6847; bpi@bard.edu

Brigham Young University (UT)
P116B041238

Title: Disseminating a Package of Best Practices for Teaching and Assessing Analytical Reasoning in Biology

Disseminates a package of interactive software and simulations (originally for science majors), related teaching/learning strategies, and assessment tools that were proven successful in cell biology. Six different institutions will receive and implement the dissemination package: University of Utah School of Medicine; California State University, Fullerton; University of Washington; Youngstown State University; University of California, Riverside; and Brigham Young University. The spread of institutions and courses in this dissemination

project will allow evaluation both of how well this package can be adapted in similar course, as well as in courses that are much different from the original cell biology course.

FY 2004 Award: \$526,695

Total Award: 3 years, \$526,695

Contact: John Bell and William Bradshaw, Brigham Young University, College of Biology and Agriculture, 302C WIDB, Provo, UT 84602; 801-422-2353; john_bell@byu.edu; wsb@email.byu.edu

Carleton College (MN)

P116B040816

Title: Quantitative Inquiry, Reasoning, and Knowledge to Strengthen the Educational Foundations of Citizenship

Develop faculty workshops and activities to support the creation of first-year seminars to emphasize quantitative inquiry, reasoning, and knowledge. Faculty will learn to assess students' quantitative skills in the current electronic portfolio system that is used at the college. Over 100 institutions that use electronic portfolios to assess writing skills would learn from this project. All first-year students are involved in this project. Evaluations will assess student performances before and after the first year.

FY 2004 Award: \$90,926

Total Award: 3 years, \$301,801

Contact: Neil Lutsky, Carleton College, One North College Street, Northfield, MN 20202; 507-646-4379, nlutsky@carleton.edu

City of Kent Police Department (WA)

P116B040291

Title: Opening Doors Project

Implements a program that provides life-skill classes and educational transition services to short-term offenders. The project is intended to assess the impact of educational classes in Adult Basic Education and General Education Degree test preparation. The project aims to improve the success rates of offenders as they transition back into society. Very few programs work with offenders who are incarcerated for less than one year. A thorough evaluation will assess the changes in the recidivism of inmates.

FY 2004 Award: \$80,631

Total Award: 3 Years, \$234,094

Contact: Debra J. Leroy, City of Kent Police Department, 220 4th Avenue South, Kent, WA, 98032; 253-856-5856; dleroy@ci.kent.wa.us

Clafflin University (SC)

P116B040369

Title: Performing Arts for Effective Civic Education

The purpose of this project is to give preservice teachers a better understanding of civic education. The project staff will work with university faculty to revise the current curriculum, using the performing arts (music, dance, and theater) as part of the methodology to give preservice teacher education students a fuller appreciation of the importance of civic education. Faculty will participate in workshops to learn how to teach civic education using the performing arts. Preservice teacher education students will become active learners through participation in practica

at selected K-12 public schools. The project will not only improve knowledge of civic matters among college and K-12 students and in-service teachers but also increase appreciation for educational theater.

FY 2004 Award: \$162,669

Total Award: 3 years, \$439,766

Contact: Miriam Chitiga, Claflin University, 400 Magnolia Street, Orangeburg, SC 29115; 803-387-5307; mchitiga@claflin.edu

College of Staten Island (NY)

P116B041145

Title: Discovery Learning Teacher Mentors

Develops and tests a program to retain teachers through the first years of teaching. The project will utilize, as mentors to newly trained teachers, retired teachers who are experienced in the “discovery” method of teaching. The mentors will help novice teachers develop coherent, student-centered approaches to teaching that are more likely to interest and engage their students.

FY 2004 Award: \$187,901

Total Award: 3 Years, \$547,175

Contact: Leonard Ciaccio and James Sanders, College of Staten Island, 2800 Victory Blvd., Room 1A-211, Staten Island, NY 10314; 718-982-2325; Sanders@postbox.csi.cuny.edu; Ciaccio@postbox.csi.cuny.edu

Colorado School of Mines (CO)

P116B040030

Title: Calculus-Based Introductory Physics: Maximizing Learning Effectiveness in an Online Delivery Format

Develops an introductory, online physics course focused on mechanics and based on mathematics up to and including calculus. The target audience includes students preparing for advanced learning in engineering and the physical sciences where the need is high for breakthroughs in access to effective instruction via online delivery. Four other collaborating institutions will assist in developing, testing, and implementing the software and accompanying instructional approaches: University of Colorado-Denver, Kansas State University, Rensselaer Polytechnic Institute, and North Carolina State University.

FY 2004 Award: \$124,475

Total Award: 3 years, \$396,413

Contact: Tom Furtak, Colorado School of Mines, Physics Department, 1500 Illinois St., Golden, CO 80401; 303-273-3843; tfurtak@mines.edu

Columbia University (NY)

P116B041341

Title: Postdoctoral General Dentistry Residency Training

Develops a curriculum that provides advanced training in postgraduate dentistry in community health centers that are geographically distant from academic centers. The curriculum will include faculty training, a discussion guide, and systems for mentoring and support. Community health centers are key sites for practitioners in community dentistry and public health and benefit a growing number of Americans lacking health insurance. The project will stress active learning, and students will construct personalized lifelong learning plans.

FY 2004 Award: \$169,953
Total Award: 3 years, \$480,202

Contact: John Zimmerman, Columbia University, School of Dental and Oral Surgery, 630 West 168th Street, Box 20, New York, NY 12752-3702; 646-365-3144; zim@columbia.edu

Community-Campus Partnerships for Health (WA)
P116B040133

Title: The Community-Engaged Scholarship for Health Collaborative

Review, promotion, and tenure issues (RPTs) create major drawbacks for faculty involved in community-based learning in health care professional schools (clinical internships and teaching). Professional publications postulate that such faculty often do not advance in RPTs because clinical-educators link their research and service to community-engaged scholarship. This project seeks to address these issues, as a first step aimed at developing review, promotion, and tenure systems for health professional schools that would support community-engaged scholarship. Leaders from 11 institutions of higher education from a variety of geographical areas and health professions will participate in the development and collaboration. Objectives are specific and measurable in terms of capacity building and are sensitive to the need for strong faculty buy-in. Quantitative and qualitative methods will be used to collect and assess data and determine outcomes.

FY 2004 Award: \$188,362
Total Award: 3 years, \$563,842

Contact: Sarena D. Seifer, University of Washington, School of Public Health and Community Medicine, Seattle, WA 98195-4809; 206-616-4305; sarena@u.washington.edu

Dallas County Community College District (TX)
P116B040437

Title: The Cultural Mobility Project

Proposes a planning effort for an educational information infrastructure that focuses on family involvement as the key to Hispanic students' access, retention, and graduation. The project will identify resources, involve family members in a range of activities, and create on- and off-campus learning and development opportunities for students and their families.

FY 2004 Award: \$50,339
Total Award: 18 months, \$50,339

Contact: Jim Corvey, Planning and Resource Development, DCCCD, 701 Elm St., Dallas, TX 75202; 214-860-2456; SJC6610@dcccd.edu

Fremont County Board of Cooperative Education Services (WY)
P116B040068

Title: Middle School to Middle College: Charting a New Course for Career and Technical Education

Aligns courses from middle school (MS) through middle college (MC) to prepare students to enter six career areas relevant to Wyoming's economic development, and also establishes two positions—Career Development Facilitators and Academic Transition Coaches—to help students and teachers achieve the MS to MC program. The targeted area is the Wind River Indian Reservation in Wyoming, a rural, low-income area with the largest student

dropout and drug use rates in the country. By focusing on careers, grouping together students of similar career interests to share academic courses, instituting a six-year career portfolio that students create from MS to MC, and coordinating schools and the county's community college and private sector to work together in refining curricula and learning activities, this project aims to retain students to completion of the program. Elaborate management and evaluation plans will guide the project's complex activities. Liaison to other reservations and underserved areas is a major part of dissemination.

FY 2004 Award: \$208,716
Total Award: 3 years, \$501,362

Contact: Sandy Barton, Executive Director, Fremont County BOCES, 2660 Peck Ave., Riverton, WY 82501; 307-855-2297; cswenson@cw.edu

Georgia Southwestern State University (GA)
P116B040823

Title: Documenting and Disseminating the Effectiveness of Professional Development Schools in Improving Teacher Quality and Retention and Student Learning and Achievement

Creates a self-sustaining, Web-based national network through which the effectiveness of professional development schools (PDSs) is documented and disseminated. The project includes conceptualizing and implementing an interactive data collection, analysis, and reporting system through which PDS practices across the country can be assessed, aggregated and accessed for both accountability and improvement purposes. The project brings together a consortium of institutions, agencies, and professional associations, and establishes a subscription service to fund ongoing operations.

FY 2004 Award: \$145,469
Total Award: 3 years, \$402,676

Contact: Mary Gendernalik Cooper, Georgia Southwestern State University, School of Education, 800 Wheatley Street, Americus, GA 31709; 229-931-2145; mgcooper@canes.gsw.edu+H52

Howard University (DC)
P116B040233

Title: Learning Communities for Academic Achievement in Science, Technology, Engineering, and Mathematics (STEM)

Incorporates the methodology of learning communities with past and present practices and principles traditionally used by Historically Black Colleges and Universities (HBCUs) to promote learning among underachieving African-American students. The project will apply this methodology to courses in the fields of science, technology, engineering, and mathematics (STEM). Faculty from four HBCUs will collaborate to restructure their STEM curricula, combining cooperative learning with socio-cultural principles already used by HBCU faculty. The restructured approach to STEM will be disseminated to the STEM higher education community and especially to other HBCUs desirous of improving achievement of students in the hard sciences.

FY 2004 Award: \$147,223
Total Award: 3 years, \$446,486

Contact: Orlando L. Taylor, Howard University, Graduate School, 4th and College Streets, N.W., Washington, DC 20059; 202-806-6800; otaylor@howard.edu

Indian River Community College (FL)
P116B040316

Title: National Pilot Project for Strategic Planning Online

In 1998, Indian River Community College developed strategic planning online (SPOL), a Web-based system used to improve institutional effectiveness for strategic planning, budget planning, and accreditation compliance. Based on a thorough evaluation indicating the potential for replication, the project will implement the SPOL system at ten other colleges. The focus of the project will be on revising the software to fit a variety of institutional settings and assess its effectiveness in new sites.

FY 2004 Award: \$425,361
Total Award: 3 years, \$425,361

Contact: Erin Bell, Indian River Community College, 3209 Virginia Avenue, Fort Pierce, FL, 34981-5596; 772-462-4430; ebell@ircc.edu

Indiana University Bloomington (IN)
P116B041038

Title: Laboratory for Virtual Field Experience

Combines an online database of 28 video cases of difficult-to-observe teaching strategies in grades 6-12 involving authentic classroom practices with multiple resources and tools for preservice teachers of history and social studies. This project also addresses the difficulty facing teacher educators attempting to provide diverse and rich field experiences for preservice teachers in rural and remote areas. To address this problem, the project will collaborate with three other universities to create a Laboratory for Virtual Field Experience (LVFE). Using a rich set of tools and research-supported methods, the laboratory will integrate cases into preservice method experiences in social studies, where there is a dearth of teaching practice models.

FY 2004 Award: \$182,104
Total Award: 3 years, \$545,768

Contact: Thomas A. Brush, Indiana University, Center for Research on Learning and Technology, School of Education, Wright Education Building, 201 North Rose Avenue, Bloomington, IN 47405; 812-856-8458; tbrush@indiana.edu

Iowa State University (IA)
P116B040216

Title: Teacher Education Goes into Virtual Schooling

Incorporates virtual schooling in four preservice teacher education programs serving four states. Nationally, over 15% of students in grades 8-12 engage in virtual schooling, using technology to learn at a distance. The project will produce three virtual schooling tools for use by preservice teachers: a lab tool for exploring archived cases, a tour tool for observations, and a discursive portfolio tool for supervision and mentoring. The project will assess teaching competence against standards.

FY 2004 Award: \$184,218
Total Award: 3 years, \$581,849

Contact: Nicola Davis, Iowa State University, Center for Technology in Learning and Teaching, N108 Lagomarcino Hall, Ames, IA 50011-3196; 515-294-5596; nedavis@iastate.edu

Lock Haven University (PA)
P116B040182

Title: Democracy Lab: A Web Strategy for Transforming Learning and Engaging Citizens

Expands the “Democracy Lab” program, through which students at various institutions engage in deliberative discourse about National Issues Forum topics. Postsecondary and secondary teachers use Democracy Lab, a Web-based dialogue tool, in a range of classroom and co-curricular settings. Students deliberate important issues in small online groups with peers from around the country. As they are guided from dialogue to inquiry to action, students learn to understand differing perspectives, to research information for decision-making, and to express and act on their own conclusions. This project will disseminate the Democracy Lab to 75 schools and colleges and involving as many as 6,000-10,000 students.

FY 2004 Award: \$450,455
Total Award: 3 years, \$450,445

Contact: James T. Knauer, Lock Haven University, Lock Haven, PA 17745; 570-893-2491; jknauer@lhup.edu

Loyola Marymount University (CA)
P116B040123

Title: Project for Learning Abroad, Training, and Outreach

Develops the first national online curriculum to orient and train students before, during, and after study abroad. The project will provide an online curriculum to deepen the study abroad experience for all students and provide materials designed especially for students from diverse backgrounds. The project also includes the creation of an international honors certificate that will serve as a high-profile symbol of achievement in the program.

FY 2004 Award: \$128,413
Total Award: 3 years, \$401,128

Contact: Christopher Chapple, Loyola Marymount University, One LMU Drive, Suite 1840, Los Angeles, CA 90045; 310-338-2846; cchapple@lmu.edu

Miami Museum of Science and Planetarium (FL)
P116B040006

Title: Elementary Student Teacher Enhancement Program for Science (STEPS)

Enhances preparation of future science teachers through a collaborative effort involving a university, an urban science museum, and local high schools. A summer program will place preservice teachers in a museum internship and will provide clinical supervising teachers with professional development opportunities. The project will also provide school year follow-up activities and maintain the new teachers relationship with the master teachers.

FY 2004 Award: \$186,917
Total Award: 3 years, \$507,790

Contact: Judy Brown, Sr. VP, Programs, Miami Museum of Science and Planetarium, 3280 S. Miami Ave., Miami, FL 33129; 305-646-4246; jabrown@miamisci.org

National Association of College and University Business Officers (DC)
P116B041048

Title: Building Organizational Capacity at Colleges and Universities

Develops and implements a new approach and a set of conceptual tools for senior campus executives to use in managing organizational change and operations, improve cost efficiencies, and sustain successful mission-oriented outcomes to build organizational capacity. This one-year grant will enable NACUBO to develop several case studies describing the utility of this new approach.

FY 2004 Award: \$101,200
Total Award: 1 year, \$101,200

Contact: James E. Morley, Jr., President, NACUBO, 2501 M Street, N.W., Suite 400, Washington DC 20037-1324; 202-861-2500; james.morley@nacubo.org

New England College of Optometry (MA)
P116B041011

Title: Interactive Cases and Asynchronous Instruction in Training Eyecare Providers (ICAITEP)

Digital teaching and training project that emphasizes critical thinking and enhances competency in the differential diagnosis of eye disease for optometric students, residents, and general practitioners. The project will emphasize a comparative approach between conditions that have similar clinical presentations and will draw students through successive learning stages of recognition, recall, and reasoning, thus impacting their ability to diagnose and manage eye disease more effectively. Timelines are established for beta testing with an evaluation design consisting of quantitative and qualitative methodologies. Broad-range dissemination is expected to eventually reach over 1,000 students.

FY 2004 Award: \$166,440
Total Award: 3 years, \$379,991

Contact: William Sleight, New England College of Optometry, Boston, MA 02115; 617-236-6246; wsleight@psouth.net

New England Conservatory of Music (MA)
P116B041268

Title: The Music-In-Education National Consortium: A Music Education Reform Project

The Music-In-Education National Consortium (MIENC) is a coalition of major schools of music, schools of education, arts organizations, and public school partnerships in six states (Florida, Massachusetts, Illinois, New York, North Carolina, and Georgia) to support the evolution of professionally trained musicians in public schools and meet the growing teaching shortages that traditional music education cannot fill. Goals for the Reform Project include creating, piloting, and evaluating: 1) MIE students and community artists in preservice and guided internship programs at all MIENC sites; 2) a professional development exchange program designed to share innovative curricula and assessment practices across MIENC sites; 3) an action research network of lab school programs that evaluate the impact of program curricula and teaching in MIENC partnership school sites; 4) a central MIENC communications Web site to share work, data collection, and publications; and, 5) MIENC local conferences convened in non-MIENC communities to help create local partnerships among institutions, organizations, and schools interested in leveraging the evolving role of music and musicians in the context of school reform and accountability.

FY 2004 Award: \$639,090

Total Award: 3 years, \$639,090

Contact: Larry Scripp, New England Conservatory of Music, 290 Huntington Avenue, Boston, MA, 02115; 617-585-1364; lscripp@aol.com

New York City College of Technology (NY)
P116B040973

Title: The Adjunct Academy at City Tech

Establishes an "Adjunct Academy," integrating adjuncts into the academic system and simultaneously providing professional tutoring and mentoring to 5,000 students of the School of Technology and Design. Adjuncts provide the majority of instruction in many technical and community colleges, but their role in the academic life of these institutions is minimal as many teach only one class. They do not get paid to stay and help students, go to faculty meetings, or participate in the academic life of the institution. At the same time, many students in technical and community colleges are at risk and need encouragement and tutoring to complete their studies. This project builds on a successful pilot project that replaced student tutors with adjuncts and achieved significantly greater student retention and completion. This project will expand to the School of Technology and Design by training a large cadre of adjuncts to serve as tutors and mentors, and supporting and compensating their roles in governance and leadership activities to integrate them more fully into the institution and into the lives of students. They will disseminate the model to CUNY institutions, community colleges, and others needing to retain students and integrate adjuncts more fully into academic life.

FY 2004 Award: \$183,076

Total Award: 3 years, \$500,818

Contact: Elaine Maldonado, Director of College Learning Centers, New York City College of Technology, 300 Jay Street, Room AG-18, Brooklyn, NY 11201; 718-260-5874; emaldonado@citytech.cuny.edu

North Central State College (OH)
P116B040827

Title: The College NOW Engineering Academy

Improves persistence, completion, and success for students in the "Rust Belt" through development of an Engineering Academy that gives students the opportunity to pursue simultaneously a high school diploma and an associate of arts degree in engineering. North Central State College will collaborate with public school systems and businesses in mid-Ohio. High school teachers, college faculty, and businesspersons will teach core academic and engineering competencies. The project, which will emphasize use of problem-based instruction, will work with students from lower socioeconomic groups. Within these groups, the project will place a special emphasis on participation by women who are interested in studying and working in the field of engineering.

FY 2004 Award: \$166,250

Total Award: 3 years, \$355,255

Contact: Dale Doty, North Central State College, Engineering Division 2441 Kenwood Circle, Mansfield, OH 44901-0698; 888-755-4899; ddoty@ncstatecollege.edu

Northampton Community College (PA)
P116B040404

Title: ACT NOW! Achieving College Transitions Now

Eases the transition between secondary and postsecondary education for students with physical, learning, visual, hearing, and/or psychological disabilities. The project will serve disabled high school students, their parents and counselors, along with postsecondary staff and faculty, to develop a Transition Skill Kit of portable materials to facilitate improved access and retention at the postsecondary level.

FY 2004 Award: \$117,378
Total Award: 3 years, \$356,292

Contact: Loraine Demshock, Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18020; 610-861-5318; ldemshock@northampton.edu

Oregon Health & Science University (OR)
P116B040822

Title: NEXus – The Nursing Education Xchange: Partnering to Increase the Capacity of Nursing Ph.D. Programs

Addresses the serious shortage of faculty teaching at the Ph.D.-level in nursing programs. This project aims to create partnerships to share academic resources with the goal of building capacity for online doctoral nursing programs (Ph.D.s). The partnerships will reduce costs to develop online programs, increase the number of courses available to nursing Ph.D. students, overcome administrative barriers to students' enrolling in shared courses, and tap faculty resources at non-doctoral institutions. The project is innovative in that it is creating an ongoing academic exchange of resources and not creating a single joint-degree program between academic partners.

FY 2004 Award: \$182,702
Total Award: 3 years, \$521,957

Contact: Paula A. McNeil, Oregon Health & Science University, & Western Institute of Nursing, Portland, OR 97239-2941; 503-494-0869; mcneilp@ohsu.edu

Portland State University (OR)
P116B041080

Title: Students First: Improving First-Generation Student Retention in Higher Education

Develops, implements, and disseminates a cost-effective program to improve retention for low-income, first-generation college students. The project will combine student role mastery strategies into a multi-layered mentoring program that will serve students who qualify for federally-funded TRIO programs but whose institutions do not have the resources to include them in TRIO activities.

FY 2004 Award: \$73,454
Total Award: 3 years, \$406,135

Contact: Peter Collier, Sociology Department, Portland State University, P.O. Box 751, Portland, Oregon 97207; 503-725-3951; cfpc@pdx.edu

Riverside Community College (CA)
P116B040897

Title: Innovative Teaching and Learning Center: A New Paradigm for Preparing Teachers

Establishes a reformed community college teacher preparation curriculum, with pedagogical coursework and clinical experiences taking place at an elementary school that is jointly managed by the Alvord Unified School District and the community college. The school, which incorporates elements of the lab school concept and the professional

development school, is a true collaborative venture that includes four-year teacher preparation programs as well and focuses on children from low socioeconomic backgrounds. The project also provides community college liberal arts faculty with training in state content competency standards for future teachers as well as pedagogical knowledge expected of teachers. The aim is to demonstrate that the collaborative Center model enhances learning for all (teachers, faculty, teachers-in-training, K-5 students) and increases the successful transfer of community college students to four-year teacher education programs and eventually into teaching careers.

FY 2004 Award: \$102,338
Total Award: 3 years, \$294,437

Contact: Irving Hendrick, Riverside Community College, Riverside, CA 92506-1299; 909-222-8417;
Irving.Hendrick@rcc.edu

San Diego County Office of Education (CA)
P116B041000

Title: Preparing and Retaining Educational Professionals (PREP): An Innovative Postsecondary Reform

Designs a program to improve preparation of teachers of students acquiring English as a Second Language (English learners), the fastest growing segment of the K-12 population. The project builds on successes of an earlier San Diego County Office of Education (SDCOE) teacher-training program, the WRITE Institute. WRITE's language acquisition experts, partnering with San Diego State University (SDSU) faculty, will restructure and disseminate SDSU's teacher preparation program. Attention will be given to redesigning course content, teacher assessment, and instructional strategies.

FY 2004 Award: \$214,211
Total Award: 3 years, \$501,220

Contact: Donna Heath, San Diego County Office of Education, 6401 Linda Vista Road, San Diego, CA 92111-7399;
760-510-4720; dheath@sdcoe.net

Stanford University (CA)
P116B040327

Title: Stanford Medical Youth Science Program

Develops, evaluates, and disseminates an innovative science training program for high school teachers and disadvantaged students. The program will encourage students to pursue studies in biomedical and behavioral sciences and, subsequently, careers in the health professions. The program design includes summer institutes for teachers and students as well as an academic year-long science program for students and their parents.

FY 2004 Award: \$152,971
Total Award: 3 years, \$487,290

Contact: Marilyn Winkleby, Stanford University, School of Medicine, 211 Quarry Rd., Stanford, CA 94305-5705;
650-723-7055; winkleby@stanford.edu

Temple University (PA)
P116B040920

Title: Conflict Resolution Education in Teacher Education (CRETE)

Trains higher education faculty to integrate conflict resolution education and social and emotional learning (CRE/SEL) into teacher preparation courses. This is a collaboration between Temple University, Cleveland State University, Kent State University, and the Ohio Commission on Dispute Resolution. Graduate teacher candidates and teacher mentors will participate in external training programs in CRE/SEL. Teachers graduating and taking teaching positions in Cleveland Municipal School District and the School District of Philadelphia will be paired with the teacher mentors. Data collection for evaluation will consist of tracking new teachers trained in conventional coursework, those trained in external training, and a control group to assess CRETE impact on teacher retention, student learning, and classroom climate.

FY 2004 Award: \$165,159
Total Award: 3 years, \$504,474

Contact: Tricia S. Jones, Temple University, Department of Psychological Studies in Education, Ritter Annex 447, 1301 Cecil B. Moore Avenue, Philadelphia, PA 19122; 215-204-7261; tsjones@temple.edu

University of Arizona (AZ)
P116B041079

Title: National Community of Practice Initiative for Community Health Worker Postsecondary Education Programs

Disseminates validated, college-supported, competency-based courses for the growing professional population of community health workers (CHWs) who serve as technicians for health services and advocates for members of their ethnic populations in community health clinics. This profession and the new national requirements for formal training are related to the continuously growing immigrant populations in the United States. The dissemination strategies are customized to suit various cultures and communities in urban, rural, mountain, and desert areas across the 50 states. An extensive evaluation will capture the impacts of the training on improved performance of community health workers, improved services, and improved job opportunities for CHWs. A train-the-disseminator approach will extend the training courses beyond the time and participating institutions of the project.

FY 2004 Award: \$662,142
Total Award: 3 years, \$662,142

Contact: Donald Proulx, University of Arizona Health Science Center, AHEC Program, 1830 E. Broadway Blvd., Suite 136, Tucson, AZ 85719-5968; 520-629-4396; dproulx@u.arizona.edu

University of Arkansas for Medical Sciences (AR)
P116B041003

Title: An Interdisciplinary Distance Education Model for Specialty Education to Train Healthcare Professionals

Expands an existing distance education program in nuclear pharmacy for healthcare students and professionals—Nuclear Education Online (NEO). The Web-based curriculum includes both synchronous and asynchronous features. The program also provides problem-based learning and experiential training at local clinical facilities in nuclear medicine imaging and therapeutic procedures. The program will especially focus on two topics of high national significance: nuclear cardiology and positron emission tomography (PET).

FY 2004 Award: \$189,423
Total Award: 3 years, \$440,861

Contact: Nicki Hilliard, University of Arkansas for Medical Sciences, College of Pharmacy, 4301 W. Markham #552, Little Rock, AR 72205; 501-686-6398; NLHilliard@uams.edu

University of California, Berkeley (CA)
P116B040739

Title: The Scholar's Box: A K-12-University Project to Create Better Learning Objects

Addresses the need to make digital primary sources usable for teaching and learning in the K-12 years by developing Web technologies and collaborative processes that enable teachers to identify digital resources, download themed collections, reorganize them into learning objects, and reuse them in various curricula. The digital technologies and processes mirror universal and timeless behaviors of teachers that reflect the way they gather, reorganize, and reuse learning materials for given lessons. Collaborating with Berkeley's Interactive University are the school districts of Oakland and San Francisco, which will provide schools and teachers for grades 9-12. The pilot process will focus on curricula related to human and civil rights. In the final year, the project will be open to others in the Bay region and beyond to use the Scholar's Box for preparing content objects for the full range of K-12 grades and subjects. A national advisory committee of representatives from the fields of learning objects, digital libraries, K-12 teaching with technology, and industry will guide the project and assist in national dissemination.

FY 2004 Award: \$184,508
Total Award: 3 years, \$595,358

Contact: David A. Greenberg, Director, The Interactive University, UC-Berkeley, 298 Evans Hall, Berkeley, CA 94720-3810; dag@uclink.berkeley.edu

University of Cincinnati (OH)
P116B040276

Title: Developing a Corporate Feedback System for Use in Curricular Reform

Develops methods to use assessment data on student workplace performance to improve cooperative education curricula and meet the needs of employers. The Department of Architecture, the Department of Civil and Environmental Engineering, the Department of Civil and Construction Management, the College of Business Administration, and the Division of Professional Practice are collaboratively developing the model. The model will be designed to work in a community college as well as a four- or five-year institution.

FY 2004 Award: \$253,356
Total Award: 3 years, \$555,133

Contact: Cheryl Cates, University of Cincinnati, Division of Professional Practice, Cincinnati, OH 45221-0115; 513-556-0333; cheryl.cates@uc.edu

University of Illinois Chicago (IL)
P116B040410

Title: Project Trust: Technology Resources for Urban School Transformation

Demonstrates a tool for developing online learning resources that mediates between digital library collections and course management systems, supporting curricular development and instruction for both teacher education faculty and K-12 teachers. Focusing on proven principles of learning and assessment in K-8 mathematics and science content, the University collaborates with the Chicago Public Schools to develop elementary materials, revise teacher preparation courses, and encourage replication by other colleges of education and school districts.

FY 2004 Award: \$128,407
Total Award: 2 years, \$153,447

Contact: Kimberly A. Lawless, University of Illinois Chicago, Chicago, Illinois 60607; 312-996-2359;
klawless@uic.edu

University of Kansas (KS)
P116B041156

Title: Advanced Technologies for Using Assessment Data to Improve Student Achievement

Addresses the growing demands on teachers to implement testing policies through instructional planning and produces online modules to teach the analysis and interpretation of test data in the K-12 years. The project teaches instructors to align curricula to state standards, monitor annual school progress, provide effective assessment experiences for all student populations, use disaggregated assessment results, interpret test scores that follow new psychometric approaches, share student performance with parents, and develop individual student improvement plans based on test results. The proposed modules will target both preservice teachers and in-service teachers and undergo field-testing in rural, urban, inner-city, and historically black institutions. Inclusion of professional higher education organizations and commercial test publishers in marketing the instructional modules are key strategies for national dissemination.

FY 2004 Award: \$156,717
Total Award: 3 years, \$552,322

Contact: Sean Smith, University of Kansas, Center for Research on Learning, 1122 W. Campus Road, Room 517, Lawrence, KS, 66045; 785-864-0693; seanj@ku.edu

University of Minnesota Twin Cities (MN)
P116B041277

Title: American Sign Language (ASL) Instructional Assessment

Develops a computer-based environment and curriculum-based measures to improve the assessment of American Sign Language (ASL) instruction. Current students' efforts to film examples of their ASL mastery are awkward and cumbersome, and hamper faculty feedback. The language learning software includes a component that enables students to capture their ASL performance on digital video and a module for instructors to evaluate performance.

FY 2004 Award: \$181,382
Total Award: 3 years, \$536,710

Contact: Simon Hooper, University of Minnesota Twin Cities, 1308 Peik Hall, 157 Pillsbury Drive S.E., Minneapolis, MN 55455; 612-625-0534; simon@umn.edu

University of North Carolina at Charlotte (NC)
P116B040349

Title: Project ICEB: Developing an Interdisciplinary Course in Environmental Biotechnology

Develops an interdisciplinary curriculum in environmental biotechnology at four campuses of the University of North Carolina system. The two courses to be developed will teach both biology and engineering students how to apply biotechnology methods to solve environmental engineering problems. Students will work together on interdisciplinary teams and use inquiry-based learning methods to solve real-world problems.

FY 2004 Award: \$101,963
Total Award: 3 years, \$464,915

Contact: Warren DiBiase, University of North Carolina at Charlotte, College of Education, Colvard 503, Charlotte, NC 28223-0001; 704-687-3729; wjdibias@email.uncc.edu

University of Oregon (OR)
P116B040564

Title: Improving High School-College Articulation and Student Success Through Paired Courses

Improves student success in college by developing exit-level/entry-level paired courses. The courses will be developed cooperatively by universities, community colleges, and high schools. They will use as a common reference point the recently created standards that identify the knowledge and skills necessary for student success in college entry-level courses.

FY 2004 Award: \$162,984
Total Award: 3 years, \$422,955

Contact: David T. Conley, University of Oregon, 720 E. 13th Ave., Suite 201, Eugene, OR 97401; 541-346-6155; conley@uoregon.edu

University of Oregon (OR)
P116B041014

Title: Project PREPARE

Creates Web-based instruments, materials, and video case studies in order to train elementary administrators and teachers not only to measure their students' mathematics and reading proficiencies but also diagnose student competencies, monitor their progress, make appropriate instructional decisions, and certify overall program outcomes. The project uses curriculum-based measurements, turnkey training, national institutes, and Web delivery to achieve wide impact.

FY 2004 Award: \$185,654
Total Award: 3 years, \$589,172

Contact: Gerald Tindal, University of Oregon, College of Education 232, Eugene, Oregon 97403-5262; 541-346-1640; geraldt@darkwing.uoregon.edu

University of Oregon (OR)
P116B041307

Title: Building Content Knowledge and Pedagogical Skills of Teachers

Partners novice and experienced teachers with university content and pedagogy faculty to work together to meet challenges common in middle and high school classrooms. The project will be based on the Japanese "Lesson Study" approach. Partners will work collaboratively to analyze teaching and learning problems, redesign selected lessons, and re-teach the lessons to identify evidence of improvement.

FY 2004 Award: \$134,007
Total Award: 3 years, \$412,673

Contact: Susan W. Hardwick, Dept. of Geography, University of Oregon, Eugene, OR 97403; 541-346-4557; susanh@uoregon.edu

University of Pittsburgh (PA)
P116B040127

Title: A New Approach to Preparing Highly Qualified Teachers

Creates a Reserve Training Corps (RTC) for preparing qualified substitute teachers in an effort also funded by the Pittsburgh Foundation. The focus of the FIPSE portion of the project is a residency Master's of Arts in Teaching strand of the RTC that establishes a path from the training of substitutes to creating a high-quality, permanent, credentialed teaching staff. This approach develops a non-profit agency with an approach involving all facets of the community. It includes urban, rural, and suburban areas, and will be implemented by several teacher education programs in collaboration with the University of Pittsburgh.

FY 2004 Award: \$155,536
Total Award: 3 years, \$451,745

Contact: Alan M. Lesgold, School of Education, University of Pittsburgh, Pittsburgh, PA, 15260; 412-648-1773;
al@pitt.edu

University of Virginia (VA)
P116B040720

Title: Preparing Science and Mathematics Teachers to Use Visualization in Whole-Class, Inquiry-Based Instruction

The proposed initiative will develop and test a model curriculum to prepare future secondary school science and mathematics teachers to use interactive projection systems to support student engagement and whole-class inquiry. This will require a deep knowledge of content-specific tools and software, an associated understanding of related concepts in science and mathematics, and pedagogical knowledge of how interactive display systems can best be used in the one-computer classroom to facilitate inquiry in whole-class settings. The project will follow fourth-year students using the Interactive Display Systems through their induction year.

FY 2004 Award: \$145,281
Total Award: 3 years, \$480,026

Contact: Joe Garofalo, University of Virginia, Center for Technology & Teacher Education, Charlottesville, VA
22904-4279; 434-924-0845; garofalo@virginia.edu

Utah State University (UT)
P116B041212

Title: Consortium for National Paraprofessional Training in Deafblindness

Develops a three-course sequence for paraprofessionals in K-12 who serve children with deafblindness. No similar training programs exist in the United States, and the No Child Left Behind Act mandates that paraprofessionals be highly qualified and meet state paraprofessional standards. The new curriculum will be jointly developed and integrated into preservice programs at institutions in four states: Salt Lake City Community College (UT); Mount Wachusett Community College (MA); South Plains Community College (TX); and the University of Arkansas-Little Rock (AR).

FY 2004 Award: \$151,694
Total Award: 3 years, \$401,821

Contact: Linda Alsop, SKI-HI Institute, Utah State University, Logan, Utah 84322; 435-770-0782;
lalsop@cc.usu.edu

Wake Technical Community College (NC)
P116B040506

Title: Associate Plus: Employment Assets in the College Transfer Program

Combines the resources of the North Carolina Community College System and a public K-12 system (Wake County Public Schools) to implement a college transfer curriculum by adding work-appropriate certificate programs. The project will make innovative use of online and blended resources. Five Associate Plus certificate programs will be implemented during the life of the grant.

FY 2004 Award: \$123,043

Total Award: 3 years, \$310,411

Contact: Bryan Ryan, Wake Technical Community College, 9101 Fayetteville Road, Raleigh, NC 27603; 919-662-3450; bryan@waketech.edu