

**Fund for the Improvement of Postsecondary Education (FIPSE)**  
Comprehensive Program (84.116B)

***FY 2010 New Grant Awards by Grantee Name***

**Association of American Colleges and Universities (District of Columbia) - P116B100142**

*Title: Mobilizing Disciplinary Societies on Behalf of Our Students...and Our Planet*

Partners: Project Kaleidoscope; Mobilizing STEM Education for a Sustainable Future; the Disciplinary Associations Network for Sustainability.

The Association of American Colleges and Universities will collaborate with Project Kaleidoscope, Mobilizing STEM Education for a Sustainable Future, and the Disciplinary Associations Network for Sustainability on behalf of students in the disciplines of science, technology, engineering, and education (STEM) to 1) increase student learning in undergraduate STEM courses and 2) better prepare students for the real-world 21st century "Big Questions" (e.g., those that relate energy, air and water quality, climate change) that they will face as graduates. To accomplish this work, the project will engage, support, and connect with disciplinary societies in strategic ways to identify shared goals, existing resources, common needs, and new opportunities that leverage their membership, programs and influence while focusing on the new support, connections and resources brought to bear by this project.

The project staff will work with a select group of five societies that already pursue activities inclusive of STEM education in postsecondary education (i.e., faculty development, curriculum resources, national meetings, guidelines for professional training, journals, awards and other forms of recognition) and that share a commitment to deepening the connection to sustainability in these activities, especially as they relate to the teaching of undergraduate courses in the discipline. This is a pilot project designed to develop models and mechanisms by which disciplinary societies can more effectively engage their membership, resources, and influence to improve STEM learning in the context of the global challenges facing our planet. At the close of the project, we will draw on the disseminating power of our three partner organizations' networks and the convening authority of the National Academies in order to connect our work and its findings to a wider group of disciplinary societies.

FY 2010 Award: \$869,937

Total Award (3 years): \$869,937

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## **Bard College (New York) - P116B100143**

*Title: Preparing Teachers for These Times (PT3): Context Specific Teacher Education Across the Domains*

This project addresses a national need to improve learning and close the achievement gap for all students through an innovative and easily replicable approach to teacher preparation pioneered by the Bard MAT program. Research shows that teacher quality is the most significant factor in student achievement in high-needs schools. Recent recommendations by the National Research Council (NRC, 2010) regarding teacher preparation and research parallel the foundational principles of Bard's MAT Program, which are to integrate the principal strands of teacher education, advanced study in a discipline, critical studies in areas of education, and a model of clinical practice that responds effectively to a full range of student needs, especially for underserved populations.

Preparing Teachers for These Times (PT3) will not only collect extensive data on this singular approach, a unique context-specific model that integrates advanced disciplinary and educational studies with year-long residencies in high-need schools currently in high-poverty rural and urban areas but will also demonstrate how the integration of a teacher education program and a public school on a common campus is a cost-effective, replicable model that raises middle school and high school student outcomes by increasing teacher effectiveness and retention. An experienced evaluation team will conduct comparative studies across sites, facilitating replication efforts by other institutions of higher education partnering with high-needs public schools in rural or urban settings. This is the ultimate vision for the future of teacher education. Every school has the potential to be a satellite campus for a college teacher education program. By 2013, PT3 will raise student achievement in high-needs schools, provide critically needed research on teacher preparation, and provide the necessary data and examples for replication of this teacher education model nationwide.

FY 2010 Award: \$774,213

Total Award (3 years): \$774,213

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## **Brooklyn Historical Society (New York) - P116B100331**

*Title: Students and Faculty in the Archives: History Museums, Colleges and Critical Thinking*

Partners: New York City College of Technology (New York); Long Island University (New York); St. Francis College (New York).

Brooklyn Historical Society (BHS) will provide intensive faculty development workshops and courses for first-year college students that will be built around teaching students to conduct original research in BHS' archival collections, research that students will use to create digital and physical exhibitions that examine the history of the abolitionist and anti-slavery movement in Brooklyn in the 19th century. The project will support BHS' In Pursuit of Freedom program, which has received significant funding from the U.S. Department of Education Underground Railroad Education and Culture Program. Students and Faculty in the Archives: History Museums, Colleges and Critical Thinking is a unique and replicable

pedagogical model. It develops partnerships among history museums and postsecondary schools to address a serious need in supporting the preparation, persistence, and success of students in their first year of college. Project objectives are for BHS to build a collaborative network of three Brooklyn campuses to deliver a project that will improve first-year student learning, with particular focus on improving students' research and critical thinking skills, academic success, and retention rates.

The project responds to the national problem of low retention rates among first-year college students. Many components contribute to this problem, but experts agree that students come to college lacking fundamental skills in research and critical thinking, with a woefully underdeveloped understanding of civic engagement -- the very skills that can be built through original research and historical investigations. The project will track and evaluate the quality of student work and the experiential, interdisciplinary courses' effect on student engagement, learning and retention. In the second and third years of the project, BHS will expand the model to colleges and cultural partners in other states, eager to introduce first-year students to the model of archival research and exhibition development using original manuscripts and artifacts.

FY 2010 Award: \$749,997

Total Award (3 years): \$749,997

Contact: Deborah Schwartz, Brooklyn Historical Society, 128 Pierrepont Street, Brooklyn, NY 11201, tel. 718-222-4111, fax 718-222-3794, [dschwartz@brooklynhistory.org](mailto:dschwartz@brooklynhistory.org)

### **Butte-Glenn Community College District (California) - P116B100406**

*Title: Teaching for Rural Academic Basic Achievement and Job Opportunities (TRABAJO)*

This Butte College project is a rural development initiative for rural-serving colleges and universities. It will provide workforce skills training and educational capacity building among underserved and underrepresented rural communities of Glenn and South Butte counties in Missouri.

Training includes emergency short-term training in workplace skills and long-term training in basic skills, English as a second Language (ESL), high school equivalency, and college study for displaced workers and those who work primarily in seasonal agriculture, construction, and hospitality. The project will also expand its partnerships and support for innovative programs such as the LEAP Academy and Summer Bridge for 9th to 12th grade migrant students in Butte and Glenn counties.

FY 2010 Award: \$697,852

Total Award (3 years): \$697,852

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## **Community Catalyst (Massachusetts) - P116B100083**

*Title: Community Learning Partnership (CLP)*

Community Catalyst's Community Learning Partnership (CLP) will complete development of a replicable model for implementing Community Change Studies (CCS) Certificate & Degree programs within community colleges and other institutions of higher education, and to have that model fully implemented in eight academic institutions by September 2013, with four other sites in planning and the tested model ready for national replication.

U.S. nonprofits provide essential services and improve conditions in low-income neighborhoods and communities of color, but the nonprofit leadership gap will reach 80,000 annually by 2016. At least 500,000 people -- five percent of the nonprofit workforce -- do community change work, but virtually no academic degree programs prepare people for such careers. CLP helps fill this huge leadership gap through a Community Change Studies (CCS) model that provides new educational pathways into these careers. Academic/community partnerships, most based at community colleges, implement one-year Certificate and two-year Degree CCS programs that combine academic training with experiential and field-based learning.

CLP catalyzes local nonprofit/higher education partnerships; provides assistance and seed money; helps with program design, fundraising, and curriculum design; and links programs in a national network and learning community. The project will develop three core model components: curriculum and pedagogies for six courses, a Web-based resource center, and a Faculty Development Institute to help ensure strong and effective programs. The project will lead to a complete CCS model ready for replication and eight CCS programs implemented or in planning phases. Implementation sites will report metrics on student enrollment and outcomes, including course and degree completion, student learning, and nonprofit employment, as well as essential lessons for national replication.

FY 2010 Award: \$713,988

Total Award (3 years): \$713,988

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## **Council for Adult and Experiential Learning (Illinois) - P116B100202**

*Title: Maps to Credentials: Creating an Integrated Prior Learning Assessment Model to Accelerate Postsecondary Attainment*

Partners: American Council on Education (District of Columbia); American Association of Community Colleges (District of Columbia)

A crucial factor to success for adult learners is mapping a pathway to postsecondary attainment. But too often, working adults and displaced workers lack accurate information and timely guidance and find themselves unnecessarily repeating coursework, signing up for classes they don't need, or completing programs that turn out to be dead ends to jobs, career paths, or further education. Moreover, adult learners can be hindered by

administrative obstacles as they seek recognition for the skills and knowledge they gained outside the college classroom.

The proposed project will design and pilot credential road maps to accelerate postsecondary attainment through effective integration of comprehensive prior learning assessment methods. Collaborating with selected community colleges, training providers, and employers to implement intuitive road maps, the project will target military veterans, a population with college-level skills and knowledge gained through military service and essential to the country's workforce.

Maps to Credentials, a first-of-its-kind program, will aggregate the nationally recognized expertise of the Council for Adult and Experiential Learning and the American Council on Education (ACE) in the assessment of prior learning and the ability of the American Association of Community Colleges to mobilize the nation's community colleges through its broad dissemination strategies. By linking the use of articulation agreements with other prior learning assessments, such as industry certifications, Maps to Credentials will provide replicable and scalable models to use with other student populations with the goal of expediting postsecondary attainment and career mobility.

FY 2010 Award: \$748,063

Total Award (3 years): \$748,063

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### **Dartmouth College (New Hampshire) - P116B100070**

*Title: Public Policy—In and Out of the Classroom, On and Off Campus: The Rockefeller Center Policy Research Shop*

The Policy Research Shop (PRS) at the Rockefeller Center provides undergraduate students at Dartmouth College with the opportunity to bridge the curricular and co-curricular aspects of their academic careers by directly applying what they have learned in the classroom to the real world of public policymaking at the state and local levels of government in New Hampshire and Vermont. In a public policy research methods class focused on state policymaking, students meet with state legislators and staff to discuss policy issues under consideration by the legislatures of the two states. Students begin working on research projects to address the policy issues presented by policymakers. Upon completion of the class, students move into the PRS in subsequent terms to complete the research and prepare final written reports and oral testimony to present to legislators at their committee hearings under the direction of faculty mentors, including two post-doctoral fellows who will manage the PRS daily operations.

Since its inception five years ago, the students in PRS have produced more than fifty policy reports that have been presented to state legislative committees and to statewide commissions. This project will develop and expand the scope of the PRS to include an additional research methods class focusing on local governance that will allow PRS students to address policy issues raised by local government officials in New Hampshire and Vermont, along with the current state-level research. This grant will support only PRS activities; the two research methods classes will be supported by the Center.

FY 2010 Award: \$749,409  
Total Award (3 years): \$749,409

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### **Duke University (North Carolina) - P116B100344**

*Title: PhD Pipeline Opportunity Program Proposal*

Duke University's Fuqua School of Business will launch an innovative, cooperative PhD Pipeline Opportunity Program to assist qualified minorities to acquire doctoral degrees in business disciplines, where they are currently underrepresented. Fewer than 50 percent of the research doctorates that the United States awards in business and management are awarded to U.S. citizens or permanent residents, and this proportion is likely to continue to decline without significantly increased participation by the full diversity of the U.S. population. Analyses of the national Surveys of Earned Doctorates show that the proportion of business doctoral degrees awarded to under-represented minorities (African-Americans, Hispanic-Americans and Native Americans) fell from 7.6 percent in 2005 to 6.5 percent in 2008.

This program includes essential components to address the need for minority undergraduate students 1) to learn about the advantages of a career as a business school faculty member; 2) to understand the steps needed in preparation for a career in college teaching; and 3) to acquire a supportive network to help them become business professors. This project is designed to foster the engagement of diverse institutions of higher education to identify and support qualified minority students for greater access to doctoral degrees in business disciplines.

FY 2010 Award: \$750,047  
Total Award (3 years): \$750,047

Contact: Lucy Reuben, Duke University, Fuqua School of Business, Durham, NC 27708, tel. 919-660-7661, fax 919-681-6244, [lucy.reuben@duke.edu](mailto:lucy.reuben@duke.edu)

### **Duquesne University (Pennsylvania) - P116B100134**

*Title: Redesigning the Professional Practice Doctorate in Education*

This project has four objectives: 1) document and evaluate change in the organizational structures of a set of graduate schools to accommodate new professional practice degrees (EdD) for school and college leaders; 2) document and evaluate change in the signature learning processes, learning environments, and patterns of engagement of faculty and candidates in EdD programs that participate in CPED; 3) document and evaluate fidelity to a set of guiding principles developed in the initial Phase of CPED; and 4) disseminate lessons learned and best practices for the design and implementation of professional practice degrees to a new cohort of graduate schools of education.

The project will 1) document and aggregate the lessons learned from current member institutions by analyzing data already collected and by collecting and analyzing additional

data; 2) expand the consortium of universities that will continue the design and development effort by inviting twenty-five new institutions--primarily minority and rural serving; and 3) disseminate the products developed via national higher education organizations in an effort to influence educational practice and policy in the academy as well as the profession.

The outcomes of this project will be three-fold. First, the CPED consortium aims to have a better understanding of how organizational structures within schools of education must change to allow for the development of new professional practice doctorate programs. This understanding will provide a lens and pathway for change at additional schools of education. Second, the consortium aims to have a set of products that exemplify the best practices for the development of EdD programs. These products will focus on the key components of new programs and will include how to develop signature learning processes, learning environments, assessments, and roles and responsibilities of faculty. Finally, during the project, the consortium aims to incorporate 25 new members institutions that initially will serve as critical friends and then become full participants that will redesign their EdD programs. At the end of the three years, all outcomes and best practices will be disseminated through the Council of Academic Deans from Research Education Institutions (CADREI) and other national organizations to other schools of education.

FY 2010 Award: \$700,000

Total Award (3 years): \$700,000

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### **George Mason University (Virginia) - P116B100049**

*Title: Linking Theory to Practice: Conflict Analysis and Resolution Pedagogy*

Many academically capable undergraduates lack the ability to apply theory to practice. The activities likely to help students gain this competency--experiential learning, internships and service learning, practicums, and simulations--tend to be marginalized in university curricula and rare in two-year institutions. This project builds the capacity of the interdisciplinary field of Conflict Analysis and Resolution (CAR) to play a key role in improving undergraduates' ability to apply theory to practice in CAR courses, in general education, and beyond the classroom.

Led by experienced CAR faculty in consultation with an advisory board, the project consists of three initiatives in curricular innovation, each involving development, testing, and dissemination: Initiative 1: design introductory course materials in Conflict Analysis and Resolution, particularly CAR-related experiential learning activities (ELAs) suitable for general education; Initiative 2: create a model for intensive service learning activities (SLIs) in domestic and international contexts; and Initiative 3: promote best practices in designing CAR curricula so as to enhance students' ability to link theory and practice, including models for strengthening partnerships between two- and four-year institutions and better aligning curricula across those institutions. Through wide dissemination of curricular materials, approaches, models, and best practices the project is designed to have significant, positive sustainable impact on educators and institutions locally, regionally and nationally.

FY 2010 Award: \$741,122

Total Award (3 years): \$741,122

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### **George Washington University (District of Columbia) - P116B100294**

*Title: Learning Through Interdisciplinary Frameworks for Teachers (LIFT)*

The George Washington University (GWU) will create a center of excellence for teacher preparation focused on the infusion of collaborative and cross-disciplinary competencies into teacher preparation coursework. As the student population in America's schools becomes increasingly diverse, and as federal and local policies require teachers to collaborate with professionals from other disciplines and in other roles, teacher preparation programs must adapt to meet a new challenge: equipping teachers with the diverse sets of knowledge, and the communicative and collaborative skills, which will help them to collaborate with other professionals and support their diverse students.

In this project, faculty from the GWU's nationally recognized program in bilingual special education will partner with existing advocacy, policy, and professional organizations, as well as faculty in other schools throughout the GWU, in order to: 1) infuse a cross-disciplinary set of competencies into an existing, nationally recognized teacher preparation program; 2) institutionalize improvements within the program and share knowledge gained throughout the University; 3) develop a cross-disciplinary framework to ensure further collaboration; 4) disseminate ideas and knowledge gained from this work to a national audience in order to facilitate similar processes at other universities; and 5) provide technical assistance to other universities seeking to adopt a similar focus.

FY 2010 Award: \$749,479

Total Award (3 years): \$749,479

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### **Indiana University Bloomington (Indiana) - P116B100150**

*Title: PBL-TECH: Using Web 2.0 Tools and Resources to Support Problem-Based Curricular Innovations in Pre-Service Teacher Education*

Partners: Auburn University (Alabama); University of New Mexico (New Mexico).

The purpose of the PBL-TECH project is to design, disseminate, evaluate, and sustain an enhanced teacher preparation model that will provide teacher educators across the United States with Web-based tools and resources to teach future teachers to effectively implement innovative technology-supported problem-based learning (PBL) instructional practices. This project is a collaborative effort between the Indiana University School of Education, the Auburn University College of Education, and the College of Education at New Mexico State University.

The project focuses on five overall outcomes: 1) identify and/or develop a set of Web-based tools and resources to support technology-enhanced PBL activities in teacher education; 2) increase the ability of teacher educators to model the use of Web 2.0 tools to facilitate PBL strategies with their pre-service teachers; 3) increase the ability of pre-service teachers to utilize Web 2.0 tools to facilitate PBL strategies in their future classrooms; 4) facilitate the dissemination and utilization of project resources and strategies to teacher education institutions across the United States; and 5) sustain and maintain project activities at initial partner institutions.

FY 2010 Award: \$749,853

Total Award (3 years): \$749,853

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### **Kalamazoo College (Michigan) - P116B100047**

*Title: Improving Student Retention and Connection through Innovative Advising Practices*

This project will identify, develop, test, implement, and disseminate innovative and effective academic advising practices. Advising has the potential to influence student retention and success but frequently is not nearly as effective as it could be. At Kalamazoo College, as at most colleges and universities, resources available for this important endeavor are limited. How can advisors and advisees best use time spent together? The project will address two areas of national need in higher education: retention (increasing the likelihood that students will stay in college) and connection (increasing the likelihood that students will engage in (connect to) their education, connect to "high impact practices," and make connections among facets of their education through structured reflection, all of which serve to deepen learning.

The project will explore the following innovative advising practices: 1) a cohort model in which a group of incoming students is assigned an advisor who stays with the students for four years and leads the group as a learning community focused on students' developing educational narratives; 2) advisors intentionally encouraging participation in high impact practices and working with advisees to identify and remove barriers to participation; and 3) advisors leading advisees (individually, in groups, or both) in structured reflection to help them connect educational experiences, further intellectual development, and deepen learning.

Goals of the project are to increase student retention rates, participation rates in high impact practices, and self-authorship in students as they engage in their education. The project will identify and disseminate advising practices that are effective in achieving these goals. Measuring efficacy of the advising practices will entail following four groups of students experiencing these practices to varying degrees through their college years. Advising structures at other institutions will be identified to tailor deliverables for adaptation in a variety of institutional settings.

FY 2010 Award: \$417,923

Total Award (3 years): \$417,923

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## **LaGuardia Community College (New York) - P116B100295**

*Title: Connect to Learning: ePortfolio, Engagement, and Student Success*

Partners: Clemson University (South Carolina); Massachusetts Institute of Technology (Massachusetts); Virginia Polytechnic Institute and State University (Virginia).

ePortfolios have emerged as an innovative feature of the 21st century higher education landscape. The promise of enhanced student learning and authentic assessment has made ePortfolios attractive. Data show that the number of colleges offering ePortfolio tripled from 2003-2008. But ePortfolio has yet to fulfill its promise. Many colleges treat ePortfolio as a technology and fail to grasp that its value depends on sophisticated learning design. Implementations are often superficial, leading to rapid decline. Further, the field lacks broadly applicable developmental models of ePortfolio pedagogy and institutional practice.

The Connect to Learning project will assemble a dynamic national network to address these needs, developing the national models needed to effectively focus ePortfolio usage on the pressing issue of student learning. Connect to Learning will be spearheaded by LaGuardia Community College, CUNY, which has demonstrated exceptional achievement with ePortfolio. While many colleges have piloted ePortfolio, LaGuardia has created one of the nation's largest, most innovative and effective ePortfolio implementations. Working with thousands of poor and minority students each year, LaGuardia has demonstrated the benefits of ePortfolio through improved student engagement, academic achievement, and retention.

In Connect to Learning, LaGuardia will bring together two networks. From 2007-2010, with FIPSE support, LaGuardia conducted "Making Connections," working with 30 NYC-area colleges--from CUNY's Bronx Community College to Rutgers University--helping them pilot ePortfolio (grant #P116B070065). Now LaGuardia and Making Connections will join forces with a global ePortfolio network: the Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL). Selected AAEEBL member campuses (such as the Massachusetts Institute of Technology, Clemson University, and Virginia Tech) will join the collaboration to deepen its focus on student learning and take it to a national scale.

Connect to Learning will employ online seminars and face-to-face meetings to advance innovative and effective ePortfolio implementations on 20 campuses nationwide. Contributing to a structured matrix model of ePortfolio development, with dimensions ranging from learning and engagement to assessment and institutional support, campuses will develop and test the strategies needed to measurably improve student learning outcomes. Project leadership will review, analyze, and synthesize the evidence provided by participating teams in a recursive knowledge-generation process. Working in diverse institutional and multimedia environments, moving from learning design to broad testing and assessment, the project will produce and publish broadly applicable and effective models of reflective ePortfolio practice.

Building a network that links community colleges and research universities, Connect to Learning will advance the practice of hundreds of faculty, benefit no fewer than 30,000 students, and generate evidence-based national models of ePortfolio implementation. The project will focus ePortfolio on reflective pedagogy and student learning, correlating

improvement on student success measures such as retention with more nuanced assessment of student work using the AAC&U's nationally normed VALUE rubrics. Advancing student learning across the higher education spectrum, Connect to Learning will publish models of best practice.

FY 2010 Award: \$700,004

Total Award (3 years): \$700,004

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### **MassBay Community College (Massachusetts) - P116B100048**

*Title: Real Problems, Real Needs, Real Solutions: Early Childhood Education Workforce Development in the United States and Haiti*

Partners: University of Massachusetts Boston (Massachusetts); Université d'Etat d'Haiti (State University of Haiti) (Haiti)

This project partners MassBay Community College and UMass-Boston, two neighboring U.S. postsecondary institutions, with the Teaching College of the State University of Haiti (UEH) to enhance educational partnerships and cross-cultural cooperation between the two nations. The collaborative project features curriculum development, training, and a practicum. It will build lasting professional relationships and serve as the locus of both cross cultural cooperation and enhanced educational partnerships for both the U.S. students and the Haitian students.

Numerous replicable elements include the capacity to accommodate any discipline or field of study, standardized curriculum sequencing followed by an on-site practicum shared with students from the host country and the capacity to scale up either on a single campus or nationally.

FY 2010 Award: \$480,000

Total Award (3 years): \$480,000

Contact: Lisa Ganson, MassBay Community College, 50 Oakland Street, Wellesley Hills, MA 02481, tel. 781-239-3117, fax 781-239-3117, [lganson@massbay.edu](mailto:lganson@massbay.edu)

### **Michigan State University (Michigan) - P116B100403**

*Title: Competency-based Assessment of Liberal Learning Goals through Institutional Experiential Education for Global Sustainability*

Sustainability is an issue of national and educational importance. Educating for sustainability at the university level often focuses on sustainability science and programmatic approaches, but the knowledge required to address sustainability problems is complex and interdisciplinary, a broad understanding of the nested social, economic, and ecological impacts, in addition to disciplinary training. Competency-based learning approaches develop student knowledge across disciplines and emphasize the interrelationships within systems. This project will research competency-based sustainability, aligned with liberal learning

objectives, across a series of experiential venues: an on-campus for-credit course with an experiential component; an on-campus non-credit experiential program; an on-campus non-credit staff professional development program; a domestic off-campus study away for-credit course; and an international study away for-credit course.

The key research question asks: How do experiential competency-based approaches to sustainability enable institutions to better educate for complex global problems, engage learners' curiosity and responsibility on behalf of their communities, and prepare an engaged citizenry capable of meaningful participation in sustainability issues? The project seeks to: 1) document, track and analyze learner achievement of sustainability competencies across existing curriculum at five Michigan State University learning sites; 2) develop or refine educational experiences and assessment tools to better achieve sustainability competencies while aligning with contexts of sites; 3) document, track, and analyze learner achievement of sustainability competencies across revised curriculum at four sites; and 4) disseminate best practices for utilizing sustainability competencies to peer institutions. Hallmarks of the project include development, use, and assessment of competencies, rubrics, engagement project templates, and modules for use, refinement, and adoption across any institution.

FY 2010 Award: \$628,415

Total Award (3 years): \$628,416

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### **Monroe Community College (New York) - P116B100204**

*Title: Strengthening the K-20 Pipeline*

Despite repeated calls for curricula alignment and despite substantial efforts to articulate common core standards, many high school seniors are simply not college ready. Increasingly, college faculty report that many first-year students cannot practice critical thinking, cannot synthesize materials from multiple sources, and cannot write with any degree of clarity or persuasion. At the nation's two-year institutions, those with the broadest access and the least amount of funding, the issue of readiness bears the hallmarks of an impending crisis. According to some reports, as many as 60 percent of all two-year college students require some form of remediation. In response, Monroe Community College will create a Community Center for Teaching Excellence.

Imagined as a vital hub, positioned between the K-12 community and the transfer institutions, the Center will tackle readiness, program completion, and successful transfer by adopting those innovative teaching strategies that promote student success. In focusing on the teacher in the classroom, the Center will build a menu of teacher-centered solutions that will better prepare students for postsecondary study, shorten the time to completion, improve transfer rates, and satisfy demands from business and industry for a more skilled and better prepared workforce.

FY 2010 Award: \$749,939

Total Award (3 years): \$749,939

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**National Commission on Teaching and America's Future (District of Columbia) - P116B100320**

*Title: Teachers Learning in Networked Communities (TLINC ®) – Dissemination and Scale-Up*

Partners: Arizona State University; Georgia State University; University of Central Oklahoma; University of Colorado, Denver; University of Memphis; University of New Mexico; University of North Carolina at Greensboro; University of Texas at El Paso; University of Washington.

This project will create centers of excellence in teacher preparation, where preparation and practice are connected through an online community. It will disseminate and scale Teachers Learning in Networked Communities (TLINC), a model developed through previous FIPSE grants in 2007 (P116B070236) and 2009 (P116V090008). TLINC connects teachers throughout their preparation and novice teaching years to improve their preparation, retention, and teaching effectiveness in high need schools. TLINC is the only Web-based learning community that improves teacher preparation and induction by embedding novice teachers in a real-time 24/7 support network of peers, mentors, higher education faculty, accomplished classroom veterans, and knowledgeable others. TLINC provides a closer connection between teacher preparation institutions and the districts they serve, improving teacher practice and teacher education programs.

The project will develop and apply a scalable dissemination strategy for the TLINC model, expanding it to include nine teacher education sites with district partner institutions. Each partner site will develop materials (case studies, manuals, training guides, and other artifacts) based on their project implementation experience that will be shared with the National Commission on Teaching and America's Future's (NCTAF's) national network of state and local education policymakers and practitioners. NCTAF is a nonprofit national education organization that has significantly improved teaching effectiveness and student achievement through its 15-year record of grant-funded projects in multiple locations.

FY 2010 Award: \$713,397

Total Award (3 years): \$713,397

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**National-Louis University (Illinois) - P116B100317**

*Title: The Faculty Residency*

The need to redesign university coursework to better prepare teacher candidates to implement rigorous and robust instructional practice in high-need schools has been well documented. To address this need, school-based partnerships need to ensure that faculty are situated in high-need schools. In addition, faculty need to be provided with a

collaborative structure to support scholarship, which, in turn, leads to a better understanding of the intersection of theory, practice, and local context. Insights gained can, subsequently, lead to redesigned coursework.

The Faculty Residency is designed to transform teacher preparation and improve teaching and learning in high-need schools and is predicated on the How People Learn framework (Bransford, Brown, & Cocking, 2000) a widely accepted, robust framework for learning. University faculty will situate themselves in the context of high-need, urban turnaround schools. The goal of the Faculty Residency is to transform initial and advanced course work at National-Louis University (NLU) in order to improve the preparation of teachers for high-need, turnaround schools. The target population is students enrolled in initial and advanced coursework in the National College of Education.

In order to meet its goal, the project will address six objectives: 1) engage faculty in applied research residencies in turnaround schools; 2) develop a university structure to support a rigorous faculty residency model so as to increase the number of faculty who are able to prepare teachers for high-need schools; 3) design and implement opportunities for residents to share residency research; 4) re-design teacher preparation curricula to better prepare teachers for careers in high-need schools; 5) develop a Faculty Residency Guidebook to replicate the model in other institutions of higher education and local education agency partnerships; and 6) increase the capacity of NLU to sustain the Faculty Residency model beyond FIPSE funding.

The Faculty Residency has many potential benefits. It is a highly attractive professional development mechanism for university faculty. While designed to support faculty in the re-design of university curriculum, it does so in a way that is consistent with expectations for faculty scholarship related to promotion and tenure. Additionally, the project creates a community of learners among the faculty residents. Both of these features will motivate faculty to participate and increase the likelihood of high quality projects. The Faculty Residency can also have direct benefits to the turnaround schools, potentially helping them to achieve their school improvement goals and increase student achievement. The Faculty Residency can extend and deepen the partnerships between NLU and its partnering turnaround school communities. Finally, the model is contextually responsive, reflecting the needs of the field of education as well as promotion and tenure requirements. As such, it is a replicable model.

FY 2010 Award: \$750,000

Total Award (3 years): \$750,000

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### **Purdue University Calumet (Indiana) - P116B100322**

*Title: Mixed Reality Simulators for Wind Energy Education*

This project seeks to: 1) provide an innovative solution for optimizing learning effectiveness and improving postsecondary education through the development of mixed reality simulators that can be easily used and integrated into existing curriculum; 2) apply the mixed reality simulators to train postsecondary students and professionals in nationwide

wind energy education; and 3) provide experiential learning opportunities in modeling, simulation, and visualization.

Transferring learned concepts to practical applications is a widespread problem in postsecondary education. There is also a critical need to educate and train a generation of professionals for the wind energy industry. With initiatives such as the U.S. Department of Energy's "20% Wind Energy by 2030" outlining an exponential increase of wind energy capacity over the coming years, revolutionary educational reform is needed to meet the demand for education in the field of wind energy. The development and implementation of Mixed Reality Simulators and accompanying curriculum will propel national reforms, meeting the needs of the wind energy industrial movement as well as addressing broader educational issues reaching beyond green energy and affect a number of disciplines.

Mixed Reality (MR) Simulators provide a method of implementing experiential learning and cost-effective postsecondary educational programs. A Virtual Wind Turbine simulator will be developed along with MR simulators for maintenance of wind energy systems as well as a template for the development of future simulators. Corresponding curricular materials will also be implemented to accompany each simulator. This project will be set up as an open platform to encourage exponential growth and promote fruitful collaborations with educators and industrial leaders in the wind energy professions who will contribute to the success and sustainability of the project. By providing the mixed reality simulator template, additional simulators can be developed by the community, ensuring relevant future impact.

Five simulators will be developed. A 3-D Virtual Wind Turbine Simulator will allow students to go inside a wind turbine in virtual reality and interact with all major systems. Three mixed reality simulators will be developed along with educational modules providing operational and maintenance training on the Drivetrain, Generator, and Control Instrumentation of a wind turbine. A mixed reality simulator template will allow educators and wind energy professionals to develop additional simulators relevant to the evolving systems and processes of the industry. A pilot version of the simulators and curriculum will be implemented and a community of educators and wind energy professionals will be developed to facilitate wide-spread adoption with expected outcomes including increased ability of students to transfer learned knowledge to practical applications in wind energy. In addition to traditional dissemination and distribution methods, mobile versions will be made free for download from locations such as the iPhone/iPad App Store. The project will be hosted by the Center for Innovation through Visualization and Simulation (CIVS) and provided to the community as open platform. CIVS will provide expertise and technical support, acting as a vehicle for the project and allowing continued growth beyond the federally funded duration. Collaborators at Ivy Tech and Purdue West Lafayette will be involved to ensure the success of the project.

FY 2010 Award: \$749,853

Total Award (3 years): \$749,853

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## **Rensselaer Polytechnic Institute (New York) - P116B100381**

*Title: An Integrated Approach to Teaching Mathematics Using Lego Robotics in Middle School and Math Education College Courses*

The traditional mathematics classroom stands in stark contrast to the informal, technology-rich world of children and adolescents -- a world that shares many of the thinking skills, decision-making attitudes, and reflective analysis needed to work in the fields of mathematics, science, technology, and engineering. Educators lack materials and knowledge to integrate innovative education technologies into classroom activities that will support the science, technology, engineering, and mathematics (STEM) curriculum.

This project provides a model for connecting STEM technologies and classroom activities in mathematics through the rich engineering context of LEGO Robotics. The materials and resources will be designed for teaching and learning at the middle school level with girls and boys in grades 5-8. These grades mark many developmental transitions. The mathematics content studied demands that students are able to think deeply and be able to solve problems in order to continue to construct knowledge. It is during middle school that students, who often have only a superficial understanding of math, are not able to grasp increasingly more rigorous concepts, a problem that plagues undergraduates as well. This lack of deep understanding contributes to the widely observed decline in students' confidence in thinking mathematically and their lack of interest in pursuing STEM careers. The materials will be piloted in schools located in economically challenging environments as well as in several colleges to inform and support mathematics education courses. These materials, and the accompanying activities that lend authenticity to Big Ideas in mathematics, will serve as a common thread tying together students' experience in pre-college and postsecondary classrooms and will support widespread dissemination through higher education and teacher center partnerships.

FY 2010 Award: \$691,171

Total Award (3 years): \$691,171

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## **San Francisco State University (California) - P116B100122**

*Title: National Metro Academies Initiative and Dissemination Center*

Partner: City College of San Francisco (California)

A long-standing partnership between San Francisco State University and City College of San Francisco will establish a National Metro Academies Initiative and Dissemination Center. Each Metro Academy organizes some 150 students into a "school within a school" for the first two years of college. The project will create a Dissemination Center; beta test materials and technical assistance processes in two to four new Metro Academies in distinct disciplines; and advance work with already involved national and state dissemination networks.

The United States has the highest college dropout rate among the developed countries, and overall rates of college completion have not improved since the early 1970s. Gaps in college

completion rates for low-income students have doubled since 1975. The three-year graduation rate in urban community colleges is only 16 percent and at San Francisco State only 12 percent of all first-time degree-seeking students graduate in four years.

Metro Academies represent a fundamental redesign of the lower division at both community colleges and four-year universities, aiming to accelerate academic progress and sharply increase two- and four-year graduation rates, focusing on low income, first generation and under-represented students. The program model combines and packages evidence-based interventions. The Metro design features a two-year cohort-style learning community of linked courses, with comprehensive embedded student services, a career theme, and complete alignment between two- and four-year institutions. Significant dissemination partners include: the National Association of System Heads; the Chancellor's Offices of the California State University System (23 institutions) and the California Community College System (109 colleges); along with a state network of nine California State Universities and community colleges having Metro planning teams and memoranda of understanding already in place.

FY 2010 Award: \$750,000

Total Award (3 years): \$750,000

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### **Syracuse University (New York) - P116B100141**

*Title: HBCU Disability Consortium*

Partners: University of the District of Columbia (District of Columbia; Howard University (District of Columbia); Washington, D.C. Public Schools (District of Columbia)

The HBCU Disability Consortium focuses on low college matriculation, retention, and graduation rates for Black and African American students with disabilities, as well as the lack of research about this population. Based at the University of the District of Columbia (UDC), staff will work in collaboration with Syracuse University and Howard University to accomplish three goals: 1) create an online consortium of disability services (DS) providers at HBCUs and PBCUs, to exchange information about best practices; 2) conduct research with Black and African American students with disabilities and DS providers at HBCUs to seek out best practices that can be replicated at other campuses; and 3) disseminate findings, with a pilot test of project deliverables (a Web site and printed materials) in collaboration with the Washington, D.C. public schools. The project actively incorporates undergraduate and graduate students from UDC and Howard University as part of the research team. The project Web site and printed materials will contain student-centered culturally responsive and universally designed information for students but will be relevant for parents, K-12 educators, policymakers, and DS offices.

Evaluation of the project will be provided by an advisory group, including representatives of the consortium, as well project partners from: the D.C. public schools, the D.C. Department of Disability Services, Gallaudet University, and the Association on Higher Education and Disability (AHEAD).

FY 2010 Award: \$604,600

Total Award (3 years): \$604,600

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### **Texas A&M University (Texas) - P116B100282**

*Title: Family-University-Student Engagement (FUSE) Project*

Educational attainment and postsecondary education enrollment of Hispanics lag behind in comparison to other groups at the national level, while not keeping pace with projected Hispanic population growth. Several factors contribute to this problem, including "undermatching" of high-achieving students to less selective institutions. Research shows parental involvement is crucial to ensure the educational persistence of low-income Hispanic students. This project will address the need to better prepare and assist students from low-income Hispanic and other low-income families to persist at institutions of higher education until graduation.

The Family-University-Student Engagement (FUSE) Project will develop, test, and prepare for replication a family-focused student mentoring initiative to improve persistence of targeted students at major universities. The project will be developed and tested with students from South Texas who have been admitted to Texas A&M University (TAMU), a state-supported institution located in College Station, Texas, approximately 375 miles from the target population's hometowns. Proposed services will draw on the experience and expertise of two TAMU units (Undergraduate Studies and the Abriendo Puertas (Opening Doors) Parental Communication Initiative) to provide students and parents pre-enrollment College Readiness Seminars and a campus visit, and post-enrollment Student/Family Webinars. FUSE Students will also be mentored by students from similar backgrounds in their freshman and sophomore years.

FY 2010 Award: \$660,000

Total Award (3 years): \$660,000

Contact: Hector Aldape, Texas A&M University, Abriendo Puertas Initiative, TAMU, 204 E. Stubbs, Suite B, Edinburg, TX 78539, tel. 956-383-3711, fax 956-383-3644, [haldape@tamu.edu](mailto:haldape@tamu.edu)

### **Trident Technical College (South Carolina) - P116B100066**

*Title: College Bound*

College Bound was developed in response to a national trend that is undermining the strength of secondary and postsecondary schools throughout this country: a high school degree (even when achieved by taking college preparatory "rigorous" classes) does not ensure that a graduate is ready for college-level coursework. Nationwide, over 60 percent of high school graduates entering community colleges must take remedial courses. Because Trident Technical College (TTC) is an open access institution that requires only a high school degree or GED for entrance, an average of over 89 percent of students who are first-time,

degree-seeking freshmen place into one or more Developmental Studies (remedial) classes. These students begin their postsecondary education discouraged and facing an uphill battle, and many do not persist to graduation. In a time of shrinking resources for postsecondary institutions across the country, the expense of providing remediation decreases the funding and resources the institution can devote to degree programs and negatively impacts retention and graduation numbers.

To address these critical problems, College Bound will take the following innovative approach: TTC will test students for college placement two years before they enter college so as to have the time to provide the preparation needed for credit-level courses. TTC will target students at five low-performing area high schools whose reading scores are far below grade level; provide reading remediation on site through a combination of computer-guided, self-directed, and instructor-led learning; and partner with four-year colleges to provide literacy coaches in each class. The objectives of College Bound are to increase the number of students attending TTC; decrease the percentage of students requiring developmental reading; and, over the long term, increase the persistence, completion, and four-year college transfer rates of the cohort. College Bound's methodology of proactive remediation will be replicable nationwide in community colleges that educate almost 50 percent of U.S. undergraduates.

FY 2010 Award: \$748,284

Total Award (3 years): \$748,284

Contact: Amanda Hollinger, Trident Technical College, PO Box 118067, Charleston, SC 29423, tel. 843-574-6068, fax 843-574-6109, [amanda.hollinger@tridenttech.edu](mailto:amanda.hollinger@tridenttech.edu)

## **University at Albany - SUNY (New York) - P116B100060**

*Title: Enhancing Teacher Knowledge and Skills Related to Early Literacy Instruction*

The goal of this project is to enhance instruction related to early literacy development, particularly for children who struggle in the early stages of literacy learning, by improving the preparation of pre-service teachers. This goal will be addressed by providing instructors who teach language arts methods courses at the undergraduate and graduate levels with 1) professional development and 2) instructional materials and activities to use when teaching. Adjunct faculty, graduate assistants, and beginning professors are a particular focus of this project. Participating instructors will engage in Webinars to learn the content and, thereafter, will have access to the materials to use in their courses. At the outset of the project, participants will engage in live Webinars, which will be archived for later review by participants and, ultimately, for use by teacher educators who do not have access to the live Webinars. The use of archived Webinars is intended to enhance the sustainability of the innovations instituted with FIPSE funding.

Early versions of the materials were developed during research on the Interactive Strategies Approach (Scanlon, Anderson, & Sweeney, 2010; Vellutino & Scanlon, 2002), a comprehensive and responsive approach to early literacy instruction which has been found to be effective in reducing the incidence of early reading difficulties when implemented in one-to-one, small group, and classroom contexts. Versions appropriate for use in teacher education courses were developed and piloted under the auspices of a Teacher Quality grant from the Institute of Education Sciences at the U.S. Department of Education. They include PowerPoint presentations, videos of exemplary instruction, activities designed to engage

participants in analyzing children's reading and related skills, and, finally, planning instruction that is responsive to their current capabilities.

FY 2010 Award: \$789,008

Total Award (3 years): \$789,008

Contact: Donna Scanlon, University at Albany - SUNY, Child Research and Study Center, 1535 Western Avenue, Albany, NY 12203, tel. 518-442-5077, fax 518-442-4953, [dscanlon@uamail.albany.edu](mailto:dscanlon@uamail.albany.edu)

### **University of California, Irvine (California) - P116B100335**

*Title: Diverse Educational Community and Doctoral Experience (DECADE)*

This project will assist highly qualified minorities and women to acquire doctoral degrees in fields where they are underrepresented. The University of California, Irvine (UCI) will launch the Diverse Educational Community and Doctoral Experience (DECADE) initiative, which is designed to transform the climate for diverse graduate education by the year 2020. DECADE blends strategies from two National Science Foundation programs that have already proven successful at UCI: Alliances for Graduate Education and the Professoriate (AGEP), a professional development program for minority doctoral students in the sciences, and ADVANCE, which uses a faculty Equity Advisor model to ensure gender equity and inclusion in faculty hiring.

DECADE's major objectives are to 1) change campus climate by changing faculty attitudes regarding diversity; 2) increase the recruitment of women and minority students into doctoral programs; 3) expand retention and career development strategies for these students; and 4) evaluate UCI DECADE and disseminate this model to other universities through partnerships with other University of California campuses and participation in statewide and national graduate consortia. To accomplish these objectives, we will expand the Equity Advisor model to graduate education, gather and disseminate data regarding campus climate and diversity, develop and implement diversity recruitment plans, extend our AGEP programming to all disciplines on campus, and devise campus-wide professionalization, mentorship, and support programming.

FY 2010 Award: \$749,676

Total Award (3 years): \$749,676

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### **University of California, Los Angeles (California) - P116B100125**

*Title: Culturally-Inclusive Positive Behavior Supports Teacher Training Program*

Partner: Los Angeles County Office of Education

Teachers (particularly beginning teachers) are often ill-prepared and under-trained to handle disruptive and aggressive student behaviors in the classroom and have cited this issue as an important factor when making decisions about continuing or discontinuing their

teaching careers. Further research has indicated that student and teacher differences in ethnicity/culture may negatively influence educational outcomes for children of color who exhibit symptoms of emotional and behavioral difficulties, compounding the problem. UCLA Extension and other state educational agencies recognize the value and necessity of instructor professional development in these areas, but comprehensive training options are very limited.

UCLA Extension will develop and implement a new Culturally-Inclusive Positive Behavior Supports Teacher Training Program. Offered in a hybrid online format, this program will annually train 60 teachers from the Los Angeles County Office of Education and 15 pre-service teacher interns enrolled in the UCLA Extension Intern Teacher Credential Program over three years to improve student academic outcomes and promote increased teacher retention. Once fully established, the program will be exported as a model program to other educational training institutions and participating non-public and alternative schools in California and nationwide and will become self-sustaining. UCLA Extension will partner with the Los Angeles County Office of Education and the Education and Training Institute to recruit teacher candidates, evaluate the program, disseminate results, and continue the program after FIPSE funding ends.

FY 2010 Award: \$650,975

Total Award (3 years): \$650,975

Contact: Carlos Cortez, UCLA Extension, 10995 Le Conte, Suite 639, Los Angeles, CA 90024, tel. 310-794-1235, fax 310-206-5006, [ccortez@uclaextension.edu](mailto:ccortez@uclaextension.edu)

### **University of Colorado at Colorado Springs (Colorado) - P116B100139**

*Title: Southern Colorado Higher Education Access and Completion Project*

Partners: Cisco Systems (California).

This project will support an enhanced utilization of the Southern Colorado Educational Consortium (the Consortium) to improve educational access and completion rates throughout Southern Colorado. The Consortium is comprised of all ten public higher education institutions in rural southern Colorado. To create better access and completion opportunities in southern Colorado, this project will develop the Access and Completion Model Program at each Consortium institution to increase postsecondary access for non-traditional, first generation, minority and low-income students from the region who have had traditionally limited access (and correspondingly lower than average high school completion rates). This model will establish standardized access programs that will focus on student preparedness, access, persistence and completion for more than 15,000 middle and high school students, which, in turn, will support regional and community efforts to improve the quality of life for southern Colorado residents. The project will create economic development in the region through innovation, technology transfer, and workforce development.

The project will build on an already existing partnership between the Consortium and Cisco Systems, Inc. that has the potential to transform access to higher institutions using Cisco's TelePresence and WebX technology. Educational programs and remote counseling will be delivered to remote institutions, thus creating a new model for improving access to higher education that can be replicated in other states and under-served regions. Collaboration will

result in southern Colorado's having better access to information about higher education to improve completion rates for students pursuing advanced degrees.

FY 2010 Award: \$749,756

Total Award (3 years): \$749,756

Contact: Pam Shockley-Zalabak, University of Colorado at Colorado Springs, UCCS-Chancellor's Office, 1420 Austin Bluffs Parkway, Colorado Springs, CO 80918, tel. 719-255-3436, fax 719-255-3656, [pshockle@uccs.edu](mailto:pshockle@uccs.edu)

### **University of Iowa (Iowa) - P116B100078**

*Title: Campus Sustainability Living-Learning Community*

Partners: Columbia University (New York); National Geographic Society (District of Columbia); National Issues Forums Institute (Ohio).

This project will design, implement, evaluate, and disseminate a campus living-learning community construct and content framework for the establishment of dozens of scalable, transformative, first-year residential experiences at large public universities across the United States. The construct and content would integrate knowledge of sustainability concepts with democratic dialogue training for the creation of sustainable citizens equipped to engage the democratic process for the public good.

The University of Iowa will pilot a Sustainability Living-Learning Community in the fall of 2010 in Mayflower residence hall for up to 68 students. This will be expanded to include 500 students in Year 3 of the project period. The project includes an off-campus dissemination workshop at the University of Northern Iowa in Year 2, followed by up to five more workshops in Year 3. The project dissemination plan allows between 2,500 and 5,000 students to be affected while also creating a dissemination workshop revenue framework to enable impact on thousands more students beyond the project period.

The project team members from Teachers College at Columbia University will create portable, Sustainability Dilemmas curriculum in partnership with the Education Division of the National Geographic Society. National Geographic is a strategic partner for national dissemination of sustainability curriculum to extend beyond our project focal point - campus living-learning communities for the sustainable citizen. Additionally, the project will partner with the National Issues Forums Institute to create sustainability issues books that will facilitate democratic dialogue-based, community forums to be organized by students in sustainability living-learning communities across the United States.

FY 2010 Award: \$873,318

Total Award (3 years): \$873,318

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## **University of Michigan-Ann Arbor (Michigan) - P116B100347**

*Title: Lifelong Learning Curriculum Transformation*

Nearly all professional accreditation organizations now assert that educating lifelong learners is an essential need for developing effective practitioners. However, doing this is not easy. One fundamental challenge is the fact that adult learners possess a great deal of tacit (unconscious and instinctive) knowledge that lies beyond the realm of cognition. This tacit knowledge is essential for students to develop the habits of mind needed for lifelong and life-wide learning -- self-direction, curiosity and meta-reflection. However, since this knowledge is largely invisible, it is difficult to identify and integrate into the curriculum.

Since 2006, dozens of educators and thousands of students from 22 schools and programs at the University of Michigan (UM) have participated in a teaching, research, and development effort aimed at creating curricula, pedagogies, and assessment tools that help students to learn from all areas of life. This effort is based on award-winning research which generated methods - the Integrative Knowledge Portfolio Process and Generative Knowledge Interviewing - that have been shown to be effective for teaching students to identify and connect the critical concepts and insights they acquire in academic courses with the tacit, intuitive, and informal knowledge they have developed through everyday life.

The Lifelong Learning Curriculum Transformation project will create an international Integrative Knowledge Collaborative with 10 other institutions that are ready to adopt and innovate with the curriculum modules, pedagogical methods, technologies, and assessment tools that support these methods. This collaborative will expand, redefine, and broadly disseminate methods that foster lifelong and life-wide learning in diverse institutional settings while paying close attention to fostering the hidden strengths of students from underrepresented minority groups as well as indigenous, first generation, immigrant, and non-traditional adult learners.

Two software organizations (one commercial and one open source) are currently building ePortfolio and/or mobile learning tools specifically to accompany these methods. Thus, the resources initially developed at UM will be modified, refined, and widely supported, making them available to an even wider array of institutions and accessible to more diverse students. This will create a minimum of 20 re-designed curricula and programs involving hundreds of educators and tens of thousands of students during the next three years and beyond.

The project will use well-tested evaluation strategies to expand current methods and practices, clarify stages of student, educator, and curricular change, and generate exemplar lifelong/life-wide learning portfolios across disciplines. Global dissemination will include: 1) papers and presentations at conferences and in peer-reviewed publications; 2) a project Web site with sample modules available through each institution's Web site, and in Open Michigan, a portal that makes UM resources available for global use; 3) two ePortfolio platforms (the Open Source Portfolio and Digication) currently used in over 300 U.S. higher education institutions, containing the tools needed to facilitate the reflection, feedback, and knowledge integration methods that will be refined through this project; 4) the development of smart phone learning applications for students to connect real-time reflections (using audio, text, and photos) with ePortfolios; and 5) a commitment to the refinement and use of lifelong/life-wide learning items for the national Cooperative Institutional Research Program (CIRP) survey, a national longitudinal study to assess learning and retention (both longitudinally and cross-sectionally) of 400,000 students annually in U.S. higher education.

FY 2010 Award: \$650,000  
Total Award (3 years): \$650,000

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### **University of Texas at Austin (Texas) - P116B100302**

*Title: Preparing Leaders to Support the Education of Diverse Learners*

Achievement gaps among the nation's students cannot be substantially narrowed unless school leaders have the expertise to enhance learning opportunities for all students, but especially students of color, students from low-income families, English language learners, and students with disabilities. Essential to improving schools with challenging conditions is the development of effective, skillful school leaders. Building on the work of the University Council for Educational Administration (UCEA) and the Teaching Diverse Student Initiative, the proposed project will develop, pilot, distribute, and support the use of a set of purposeful, accessible, and high quality curriculum modules, developed specifically to align with and the six most commonly offered courses in building-level educational leadership preparation. These modules will infuse critical content knowledge and learning experiences aimed at strengthening a leader's ability to support the education and development of low-income and diverse student populations into the core curriculum of educational leadership preparation programs. Leading scholars and leaders of professional organizations will shape the modules, which employ an innovative, research-based pedagogy that engages candidates in powerful learning experiences that facilitate the transfer of knowledge to practice.

Mindful of the difficulty of bringing new curricula and pedagogy to scale, the project directly involves faculty from six institutions in design, piloting and diffusion; examines and embeds this work in existing core courses; aligns its content with national accreditation standards; identifies and trains early adopters; makes its products available at no cost online; uses the dissemination and consensus building capabilities of UCEA; provides technical assistance to colleges of education to support replication; and develops a virtual professional learning community to serve as a continuing source of curriculum and resource development related to diversity responsive leadership.

FY 2010 Award: \$730,505  
Total Award (3 years): \$730,505

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### **University of Texas at San Antonio (Texas) - P116B100205**

*Title: Innovative Communities of Learning Advancing Student Success (iCLASS): An Early College Approach for Increasing Latino Participation in Mathematics and Science*

The Academy for Teacher Excellence and the Office of P-20 Initiatives at the University of Texas at San Antonio (UTSA) will increase the number of Latinos and low-income students in various mathematics and science-related degree programs by collaboratively working

with a high-need high school in the Edgewood Independent School District (EISD) in San Antonio, Texas, which has a 98 percent Latino student population, over 91 percent low-income, and 20 percent Limited English Proficient students.

The major goal of the iCLASS project is to establish a strong model of collaboration between UTSA and EISD's Memorial High School and its Toltech T-STEM Academy where mathematics and science courses will be aligned and instruction will be enhanced to ensure that Latino students are ready for college and can succeed at an institution of higher education.

iCLASS objectives are to: 1) provide 50 Latino or low-income students with academic and psychosocial support to make the transition to college a smooth and successful experience by participating in a dual enrollment program where 11th and 12th graders will obtain dual credit on selected mathematics and science courses (80 percent of 50 Latino students will have successfully completed nine to twelve semester hours of college work through a dual credit program by the time they fully transition to an institution of higher education); 2) create and support an interdisciplinary Community of faculty Practice (iCofP) with ESL, mathematics, science, and special education high school teachers, counselors, administrators and UTSA ESL, mathematics, science, special education, and higher education faculty and administrators, Latino high school students that are within the 40th and 90th percentile of their class, and former Latino university students who graduated from UTSA to design and monitor a "path to success" for participating Latino students and build a bridge between a high-need high school and UTSA; 3) provide 20 high school mathematics and science teachers and 15 university mathematics and science faculty members with the necessary tools to adapt and create lessons that meet the college ready competencies identified by the Texas Higher Education Coordinating Board; and 4) create and nurture a network of support that includes family/guardians, extended family, and friends who are encouraging to participating students.

FY 2010 Award: \$749,972

Total Award (3 years): \$749,972

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## **Utah State University (Utah) - P116B100152**

*Title: National Consortium to Broaden Access of Electronically-Mediated Education through Institutional Self-Study*

Partners: Southern Association of Colleges and Schools (Georgia); Western Interstate

Through a strong collaborative relationship between UTSA and EISD a seamless math and science curriculum will be created which will result in a greater number of Latinos from EISD entering the university with the necessary preparation to enroll in mathematics or science related degree program. To this end, this new curriculum coupled with Edgewood ISD teachers and UTSA faculty collaborations will create pathways of success for all students, placing particular emphasis on increasing the numbers of Latinos who graduate from high school college-ready.

Commission on Higher Education (Colorado); Southern Regional Education Board (Georgia); Michigan Community Colleges Association (Michigan); WebAIM (Utah).

Many students, faculty, and staff members with disabilities are unable to access educational opportunities and services because they are not always able to gain access to Web-based content. Many resources, tools, and models of system reform for postsecondary education currently exist, yet the problem persists. This project will capitalize on the products of an existing FIPSE-funded project (grant number P116B070167) and focus on motivations of top administrators to choose to engage in self-study and continuous improvement on Web accessibility. It will develop two important blueprints (Blueprint for Aligning Institutional Web Accessibility with Regional Accreditation, and Blueprint to Support Institutional Adoption).

A six-member consortium will work together to secure a minimum of 45 institutions to utilize the materials and to plan for sustainability. The Consortium leader is the National Center on Disability and Access to Education at Utah State University. The other five Consortium members are: 1) the Southern Association of Colleges and Schools Commission on Colleges, the regional accreditor; 2) the Western Interstate Commission on Higher Education, the regional compact; 3) the Southern Regional Education Board, an education collaborative; 4) the Michigan Community Colleges Association; and 5) WebAIM, a nationally-respected Web accessibility group.

A rigorous plan for formative and summative evaluation with a minimum of 45 postsecondary settings will ensure that project materials produce the intended results. Sustainability will be built into the fabric of the project and aggressive dissemination will focus on adoption of project materials in postsecondary settings and with accrediting entities.

FY 2010 Award: \$808,695

Total Award (3 years): \$808,695

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### **Washington University in St. Louis (Missouri) - P116B100415**

*Title: The Curriculum Matrix: A Web-Based Medical Curriculum Development Consortium*

Medicine in the 21st century is evolving at a breathtaking pace. Students of medicine are faced with an ever-increasing body of knowledge, new technologies and skill sets, and a patient population made up of diverse backgrounds and conditions. Medical education developers, often with little formal educational background, are finding it increasingly difficult to maintain this rapid pace in the setting of limited resources and to comply with national guidelines and regulation. Further, medical students are becoming increasingly dissatisfied with their education as evidenced by recent national graduation surveys.

In order to promote a national reform in medical education, this project will develop an innovative, online interactive curricular development program, the Curriculum Matrix. The Matrix has three main goals: 1) to foster the development of novel medical curricula that systematically incorporate sound educational principles; 2) to develop a national network of medical curriculum developers; and 3) to facilitate compliance with national accreditation requirements.

The Matrix employs a Web-based interface whereby users are guided sequentially through fundamental steps of curricular development including: a targeted needs assessment, elaboration of clear learning objectives, utilization of creative educational tools, and the use of formative and summative methods of evaluation and feedback. At each step, the Matrix offers real-time suggestions and examples from collaborating institutions. As part of the early evaluation and dissemination plan, the project includes a consortium of medical schools as well as links to the two main U.S. medical accreditation bodies -- the Association of American Medical Colleges and the Accreditation Council for Graduate Medical Education - that will monitor project results for possible replication nationally.

FY 2010 Award: \$749,858

Total Award (3 years): \$749,858

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### **Wildlife Conservation Society (New York) - P116B100028**

*Title: Outside-the-Box Professional Development: A Living Institution-University Model for Preparing Elementary Teachers in Science*

Partners: Bronx Zoo (New York); Lehman College (New York); New York Botanical Garden (New York).

According to a report issued by the National Research Council (NRC), "K-8 teachers have limited knowledge of science and limited opportunities to learn science. Further, undergraduate course work in science typically does not reflect the strands of scientific proficiency" (NRC, 2007). The Council also concluded that in view of the state of science education in the United States and the high academic standards that are called for by many national, state, and local initiatives, "responsibility for teacher education can no longer be delegated only to schools of education and school districts" but needs to also involve research facilities, scientists, businesses, and other members of the community.

The Bronx Zoo, the New York Botanical Garden, and Lehman College will together research, develop and disseminate a new program of study in elementary education that will address this key NRC recommendation. The program will be unique in that it will involve informal institutions that span the life sciences in the development and teaching of a broad course of education study. The program will stand in contrast to the individual courses or one-off workshop programs for teachers that most informal science institutions provide. The proposed program will demonstrate how zoos, botanical gardens, and other living institutions can be more effectively utilized as primary training providers, partners, and motivators in the elementary teacher education process.

Among other things, the Outside-the-Box Program will provide new courses focusing on integrating life science study across the disciplines, outdoor learning, and the use of living institutions as serious resources for science study. In addition, the program will involve the development of modules that will be integrated into a range of teacher education courses (e.g., learning and teaching reading, social studies, math, and art in childhood settings). The program will lead to a Master of Science in Education as well as teacher certification in childhood education (grades 1-6) with a sub-specialization in science education.

The partners know from many years of experience in developing and delivering professional development programs for thousands of teachers that living institutions, such as zoos, aquariums, botanical gardens, and nature centers, represent a tremendous, relatively untapped source for teacher education. Some of the best and most creative science educators in the country are to be found at these institutions. In addition, virtually all of the standards for science education reform stress the importance of inquiry-based learning, which happens every day at living institutions and other informal science centers.

The primary goal of the Outside-the-Box Program is thus to establish a new program of training that will serve as a national model to demonstrate how living institutions can form intensive partnerships with universities in elementary teacher education focusing on science. As a direct result of its creation, the program will provide elementary school teachers with increased science content knowledge and teaching skills, confidence and motivation in science teaching, and understanding of the value of living institutions and other informal science institutions as resources for science teaching. Through its graduates, it will also provide thousands of K-6 students with increased interest in science learning and understanding of key environmental science concepts.

FY 2010 Award: \$714,649

Total Award (3 years): \$714,649

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### **Willamette University (Oregon) - P116B100256**

*Title: The Algebraic Thinking Project*

Algebra is considered the gatekeeper to higher education. Failure rates in algebra courses are staggering in school districts across the country. This lack of success disproportionately affects high needs students and impacts high school graduation rates, success in higher mathematics, and college enrollment. An innovative approach that prepares new teachers to stem the tide of failure is needed that takes into account why students struggle in algebra. Over 600 research studies document students' struggles in algebra and potential strategies to help students overcome conceptual obstacles. Yet, the size of this resource makes it essentially inaccessible to preservice teachers.

The purpose of the Algebraic Thinking Project (ATP) is to restructure preservice math teacher education by synthesizing that research on students' thinking into a Center for Algebraic Thinking that will empower new teachers to open the algebra gateway with their students. The innovative Center will include an online encyclopedia of algebraic thinking, a catalog of formative assessment problems, and a matrix of technological tools. The consequence of ATP at four public and private universities in Oregon will be restructured mathematics methods courses that lead to increased preservice teachers' knowledge, skills, and dispositions towards students' algebraic thinking. Preservice teachers' students will have a better understanding of algebra, higher test scores, graduation rates, and college enrollment. Nationally, our Web-based resources and experience implementing the courses in multiple contexts will facilitate easy replicability across the country. ATP will use a growth model to examine the effects of participation and a multi-level model to control for teacher and student level effects. Case studies and assessment instruments will inform refinement of the resources and courses and success of the project.

FY 2010 Award: \$742,858  
Total Award (3 years): \$742,858

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### **Youth Policy Institute (California) - P116B100325**

*Title: Los Angeles CollegeReady Program*

Partners: California State University, Northridge (California); Los Angeles Valley College (California); University of California, Los Angeles (California).

To build increased readiness for college among low-income and Latino families, the Youth Policy Institute (YPI) has established Los Angeles CollegeReady. This program will create partnerships between high schools and community colleges, and partnerships between K-12 organizations and universities for college access and retention programs. Los Angeles CollegeReady offers professional development for staff at 15 high school sites where YPI already operates services. Working with the California State University at Northridge (CSUN) Michael Eisner School of Education and the UCLA Early Academic Outreach Program, the program will train 10 staff and counselors at each school as "college ambassadors." These 150 staff will in turn work with a cohort of 1,500 students (and their parents) to prepare them for college entry, retention, and graduation over the three-year project period. The program will leverage significant funding YPI has in place for staff, infrastructure, and curricula to support services at each school site (nearly \$4 million per year), as well as partnerships with The Clic Network, CSUN, UCLA, Los Angeles Valley College, and others.

The program will serve low-income and predominantly Latino students and families. The majority of students at target high schools are Hispanic (average 85.23 percent), while the average percentage of students and families who are eligible for Free/Reduced Price Meals (a leading indicator of family poverty) is 80.17 percent. The goal of Los Angeles CollegeReady is to prepare students and families at high need Los Angeles charter schools and Los Angeles Unified School District high schools for college entry and graduation. To sustain interest in college graduation, students will also be introduced to possible health careers available through YPI's partnership with Los Angeles Valley College's Healthcare Careers Advancement Academy. A second goal is to integrate college and career options available to students to assist them in preparing for college entry and graduation.

FY 2010 Award: \$750,000  
Total Award (3 years): \$750,000

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